

Year Four						
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	<p>THE GREEN SHIP Quentin Blake (Picturebook)</p> <p>Shared and narrative writing Writing in role Response to illustration and poetry Setting description Recount Book review</p>	<p>THE IRON MAN Ted Hughes (Classic Text)</p> <p>Diary entry Persuasive letter Poetry</p>	<p>ARTHUR AND THE GOLDEN ROPE Joe Todd-Stanton (Picturebook)</p> <p>Poetry Play script (Television advert) Storytelling and mapping Newspaper article Diary entry Narrative writing Poetry (Kenning)</p>	<p>STARS WITH FLAMING TALES Valerie Bloom (Poetry)</p> <p>Rhyme and Rhythm Wordplay Echo Verse, Rondel, Reverse Verse Limericks and Riddles Elfje and cinquains Ideation</p>	<p>BLUEST OF BLUES Fiona Robinson (Non-fiction)</p> <p>Writing instructions Diary entry Non Fiction writing Create a glossary Letter of application Balanced argument Biography</p>	<p>THE BOY AT THE BACK OF THE CLASS Onajli Q.Rauf (Novel - Building reading stamina)</p> <p>Text marking Debate (opposing views and extremes of opinion) Understanding the value of language choices</p>
Phonics SPAG	<p>Nouns adjectives Question marks Verbs and adverbs Exclamation marks Apostrophe for missing letters</p>	<p>Pronouns and possessive pronouns Conjunctions Paragraphs Articles and determiners Clauses Commas to separate clauses</p>	<p>Noun phrases Commas after introductions Adverbial phrases Commas practise Fronted adverbials Apostrophe for single possession</p>	<p>Apostrophe for plural possession Apostrophe practise Prepositions Present and past tense</p>	<p>Verbs with ing Punctuating speech Punctuating speech with question or exclamation mark</p>	<p>Past tense with have Staying in the same tense Headings and subheadings Verb agreement Negatives</p>
Maths	<p>White Rose Maths</p> <p>PLACE VALUE</p> <p>ADDITION & SUBTRACTION</p> <p>AREA</p> <p>MULTIPLICATION & DIVISION A</p>		<p>White Rose Maths</p> <p>MULTIPLICATION & DIVISION B</p> <p>LENGTH & PERIMETER</p> <p>FRACTIONS</p> <p>DECIMALS A</p>		<p>White Rose Maths</p> <p>DECIMALS B</p> <p>MONEY</p> <p>TIME</p> <p>CONSOLIDATION</p> <p>SHAPE</p> <p>STATISTICS</p> <p>POSITION & DIRECTION</p>	

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Science	<p>ELECTRICITY</p> <p>Why do some circuits work and some not? What devices are powered by battery? What are conductors? what are insulators?</p> <p>SOUND</p> <p>How are sounds made? Can sound travel through solid, liquid and gas? What happens to sound as it gets further away? What is pitch?</p>		<p>STATES OF MATTER</p> <p>What is a solid/liquid/gas? What are some properties of a gas? What is evaporation? What is condensation? What are the stages of the water cycle?</p> <p>LIVING THINGS & THEIR HABITATS</p> <p>What is an invertebrate/vertebrate? What are the environmental issues/problems of our local environment (cutting by Co-Op) and what can we do about it?</p>		<p>ANIMALS INCLUDING HUMANS</p> <p>What is a molar/canine etc. and what are their functions? What are the parts and function of the digestion system? What is a producer? Where does a mouse fit in the food chain?</p>	
Geography			<p>WHY ARE RAINFORESTS IMPORTANT TO US?</p> <p>Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is our local woodland used?</p>		<p>WHERE DOES OUR FOOD COME FROM?</p> <p>How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food?</p> <p>WHAT ARE RIVERS AND HOW ARE THEY USED?</p> <p>What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can we find out about our local river? What features does our local river have?</p>	

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History	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Why, where and when did the Scots and Anglo-Saxons invade Britain? Where did Anglo-Saxons settle and what did they name the places they settled in? What was an Anglo-Saxon village like? What jobs did Anglo-Saxon villagers do? What Anglo-Saxon artefacts have been found? What do Anglo-Saxon artefacts tell us about their culture? What were some of the religious beliefs of early Anglo-Saxon people? Which gods did the Anglo-Saxons worship? Who was influential in converting the Anglo-Saxons to Christianity? What were some important Anglo-</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>When did the Vikings come to Britain? Where did the Vikings come from? Why did the Vikings raid Britain? Who were some Anglo-Saxon kings? How did the Anglo-Saxon kings fight against the Vikings?</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Who was Ethelred II? When and why was Danegeld introduced? What were the key aspects of Viking life? How did the legal system work in Anglo-Saxon and Viking Britain? How did the last Anglo-Saxon kings shape Britain?</p>			

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Art	<p>ANGLO-SAXONS</p> <p>What are the features of Celtic/Anglo-Saxon designs?</p> <p>How does the hardness of the pencil makes a difference to the line/tones?</p> <p>Can you sketch the features of brooches from your Anglo-Saxon research?</p> <p>How did you make a representation of an Anglo-Saxon brooch using craft materials?</p> <p>PERSPECTIVE</p> <p>What is perspective?</p> <p>What is the vanishing point? Can you spot it in famous works of art?</p> <p>What is the horizon? Can you spot it in famous works of art?</p> <p>What is atmospheric perspective? Can you spot it in photographs?</p> <p>How do tone and sizes show perspective? identify size of objects, tones fading, layers etc.</p> <p>Can you use your understanding of one-point perspective to create own artwork of city street?</p> <p>Can you use your understanding of atmospheric perspective to create an image?</p> <p>Create image showing aerial perspective using layers of coloured paper and pen drawn silhouettes.</p>		<p>Learn about Picasso through research.</p> <p>Examine and comment upon examples of Cubist portraits. Copy some cubist images, Use ICT to create own artworks using copy and paste.</p> <p>Design own Picasso style cubist face and create in clay.</p> <p>Complete half drawn cubist face in appropriate style and colour.</p> <p>Review work on colour mixing done previously - primary & secondary. Introduce ch to tertiary colours and practice mixing.</p> <p>What is a tertiary colour?</p> <p>Examine cityscapes of Paul Klee</p> <p>Examine and label examples of Klee's cityscapes.</p> <p>Design own cityscape of Barrow using Klee's style.</p> <p>Can you describe Klee's style?</p> <p>Draw and paint Barrow 'Klee' using tertiary colours.</p>		<p>Link to Europe Topic</p> <p>Examine key pieces of art from Major European cities e.g. Mona Lisa, The Night Watch, Gaudi Buildings, Guernica, The Scream, Magritte, The Kiss, The girl with a pearl earring etc.</p> <p>Learn terminology linked to images such as foreground, background, contrast, composition, relief.</p> <p>Ch to create own art based on a famous piece from Europe e.g. The Last Supper with their own family, The Night Watch with their football team etc.</p>	
	DT	<p>MECHANICAL SYSTEMS: MAKING A SLINGSHOT CAR</p> <p>What is air resistance?</p> <p>How does the shape of a moving object affect how it moves?</p> <p>What does aesthetics mean?</p> <p>What is a template?</p> <p>What is a birds-eye view?</p> <p>What are graphics?</p> <p>How can you assess and evaluate design ideas and models?</p> <p>TEXTILES: FASTENINGS</p> <p>What is a fastening?</p> <p>What are some different types of fastenings and what are they used for?</p> <p>Why is creating a mock up (prototype) of your design useful?</p>		<p>STRUCTURES: PAVILIONS</p> <p>What is a pavilion?</p> <p>What is cladding used for?</p> <p>What are aesthetics?</p> <p>What does function mean?</p> <p>What is a target audience?</p> <p>What do architects consider when designing?</p> <p>COOKING AND NUTRITION: ADAPTING A RECIPE</p> <p>What does 'quantity' mean in a recipe?</p> <p>Why are safety and hygiene important when cooking?</p> <p>What are these cooking techniques: sieving, measuring, stirring, cutting out and shaping?</p> <p>Why is budgeting important while planning ingredients for biscuits?</p> <p>What is a target audience? Can you give some examples?</p>		<p>ELECTRICAL SYSTEMS: TORCHES</p> <p>Why must an electrical circuit must be complete?</p> <p>How can a switch can be used in an electrical circuit?</p> <p>What are the features of a torch?</p> <p>What is the history of the electric light bulb?</p>

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Music	DJEMBE PATTERNS Can you copy the rhythm? How do you strike the drum/where do you place your hands? GLOCKENSPIEL 1 Show me how you strike the Glockenspiel/hold the beater? What does this note mean, is it high or low?		SHOW SONGS SHOW SONGS		MAMMA MIA GLOCKENSPIEL 2 Have you composed your own music/can you play it for me?	
Computing	Creating Content - Text & Graphics Presentations – Google sheets, shortcuts, Design & layout Do ch recognize good design features? Do ch know shortcuts? Do ch produce a suitable presentation? Programming Logo – debugging, Procedures, Intro to Scratch Can ch explain how program describes action of sprite? Can ch draw flower using procedures? Can ch correct errors in scratch?		Data Handling Collect & graph data – Skittles colours. Collect & present data Can ch choose appropriate type of graph? Can ch design appropriate collection method? Programming Lego WeDo – make models with sensors & program Algorithm from monster instructions Can ch program WeDo model to do what they want it to?		Simulations & Spreadsheet Modelling Cubist art Make bedroom plan then copy & alter to make dream bedroom Can ch adapt design to fulfill new design brief? Examine how number patterns etc. can change Can ch explain and predict changes in patterns / numbers?	
French	ALL AROUND TOWN Where do you live? Can you describe your town? How do you count in Tens? How do you count to 100 using songs and rhymes Where do you live? How do you say...?		GOING SHOPPING How many fruits can you name? What is the name of this vegetable? Where can I buy.....? I can name most of my clothing in French French money Let's go Shopping		HOLIDAYS AND HOBBIES	

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PE	<p>FITNESS</p> <p>I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently.</p> <p>HOCKEY</p> <p>I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>CRICKET</p> <p>I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p>DANCE</p> <p>I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working</p>	<p>ROUNDERS</p> <p>I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p>GYMNASTICS</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p>	<p>SWIMMING</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can perform safe self-rescue in different water-based situations. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>TAG RUGBY</p> <p>I can stop and change direction to avoid bumping into others. I can use a side stepping action to view the space. As an attacker what can I do to move away from the defender?</p>	<p>ATHLETICS</p> <p>I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.</p> <p>TENNIS</p> <p>I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>SWIMMING</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can perform safe self-rescue in different water-based situations. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>YOGA</p> <p>I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.</p>

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RHE	<p>FAMILIES AND RELATIONSHIPS</p> <p>How can we be polite in different situations?</p> <p>What are 'boundaries'?</p> <p>How can we make other people happy?</p> <p>How does making other people happy make me feel?</p> <p>What impact can bullying have on people?</p> <p>How can bystanders stop bullying?</p> <p>What is the negative impact of stereotypes?</p> <p>What are the differences and similarities between families in other countries?</p> <p>How can we try to help people following a bereavement?</p>		<p>HEALTH AND WELLBEING</p> <p>How do we look after our teeth?</p> <p>How can mistakes be useful?</p> <p>What can you do for yourself that makes you happy?</p> <p>What are some different emotions?</p> <p>What is mental health?</p> <p>SAFETY AND MY CHANGING BODY</p> <p>Why are there age restrictions on online sites?</p> <p>What are the benefits and risks of sharing material online?</p>		<p>SAFETY AND MY CHANGING BODY</p> <p>How have you changed physically since you were a baby?</p> <p>How will your body change before you become an adult?</p> <p>How can you stay hygienic during puberty?</p> <p>What are the risks of smoking and the benefits of not smoking?</p> <p>CITIZENSHIP</p> <p>What are human rights and why are they important?</p> <p>What are some groups in our local community and how do they help our community?</p> <p>What are the benefits of diversity in our community?</p> <p>What does a local councillor do?</p> <p>ECONOMIC WELLBEING</p> <p>What is value for money'?</p> <p>Why is it important to keep track of your money?</p> <p>What ways do we have of keeping our money safe?</p> <p>What goals have you set yourself for Y5?</p>	
	RE	<p>CHRISTIANITY</p> <p>JESUS</p> <p>How do we celebrate Harvest Festival?</p> <p>Who was Jesus?</p> <p>Where did Jesus live?</p> <p>What do you know about Jesus?</p> <p>ADVENT</p> <p>rites of passage</p> <p>What do christians believe about marriage?</p> <p>How do Sikh's start a ceremony?</p> <p>How are muslim weddings arranged?</p>		<p>CHRISTIANITY</p> <p>TEN COMMANDMENTS</p> <p>PASSOVER</p> <p>Why is Jerusalem special for Jesus?</p> <p>EASTER</p> <p>What happened to Jesus on Good Friday/Easter Sunday?</p> <p>Who visited Jesus' tomb?</p> <p>PILGRIMAGES AND SPECIAL JOURNEYS</p> <p>What is a pilgrimage?</p> <p>Where do some Buddhists go on pilgrimage?</p>		<p>TORAH</p> <p>What does Torah mean?</p> <p>Where do Jewish people worship?</p> <p>RELIGIONS IN OUR COUNTRY</p> <p>What can you recall about Christianity/Judaism/Islam/Hinduism?</p>