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| **Year 4** | **Advent 1** | **Advent 2** | **Lent 1** | **Lent 2** | **Pentecost 1** | **Pentecost 2** |
| **Theme / Topic:** | The Iron Man | The Vikings | The Legend of Robin Hood | Save the Rainforests | All about me! | Local Study:  Hinckley and The Battle of Bosworth |
| **English:** | Fiction - The Iron Man:   * Character descriptions * Recounts – letters, newspaper reports and diary entries * Author fact files | Fiction and poetry – Beowulf:   * Setting and character descriptions * Poetry - Kennings * Recipes and instructions * Myths | Fiction – Robin Hood:   * Character descriptions * Legends * Comic Strips * Biographies * Poetry | Non-fiction – The Great Kapok Tree:   * Non-chronological reports * Balanced arguments * Information texts * Poetry | Non-fiction:   * Explanation texts * Balanced arguments * Instructions * Non-chronological reports * Information texts | Non-fiction:   * Diary entries * Information texts * Persuasive writing * Biographies * Poetry |
| **Maths:**  TBC and updated throughout the year | * Place Value * Addition and Subtraction | * Addition and subtraction * Area * Multiplication and division | * Multiplication and division * Length and perimeter * Fractions | * Fractions * Decimals |  |  |
| **Science:** | Sound:   * Identify how sounds are made and how they travel * Explore the pitch and volume of a sound * Recognise that sounds get fainter as the distance from the sound source increases. | Electricity:   * Identify appliances that run on electricity. * Construct a simple series circuit. * Recognise that a switch opens and closes a circuit * Recognise some common conductors and insulators. | States of matter:   * Compare and group materials together (solids, liquids or gases). * Investigate materials as they change state * How water evaporates and changes state * Evaporation and condensation in the water cycle. | Living things and their habitat:   * Recognise that living things can be grouped in a variety of ways. * Explore and use classification Recognise that environments can change and that this can sometimes pose dangers to living things. | Animals including humans (teeth & digestion):   * Describe the parts and functions of the digestive system. * Identify the types of teeth, in humans and animals, and their functions. * Construct and interpret a variety of food chains. |  |
| **Computing:** | Internet Safety:   * Use technology safely, respectfully and responsibly; * know a range of ways to report concerns and inappropriate behaviour. * Use search technologies effectively, * appreciate how results are selected and ranked, and be discerning in evaluating digital content. | Programming - Turtle Logo:   * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; * solve problems by decomposing them into smaller parts. | Word processing:   * Format images * Use Formatting Tools * Use a Spellcheck Tool * Insert a table into a document * Change a page layout * Create Hyperlinks | Animation:   * Select, use and combine a variety of software * Use a range of digital devices to accomplish given goals | Scratch - Questions & Quizzes:   * Use sequence, selection, and repetition in programs * Work with variables and various forms of input and output. * Design, write and debug programs that accomplish specific goals. | Communication & Collaboration:   * Understand computer networks. * Use technology safely, respectfully and responsibly. * Recognise acceptable & unacceptable behaviour. * Identify a range of ways to report concerns. |
| **History:** | The Anglo-Saxons and Scots:   * Britain’s settlement by Anglo-Saxons and Scots * Roman withdrawal from Britain * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne | The Vikings:   * When and where the Vikings came from and why they raided Britain. * Viking raids, invasions and Danegeld * Edward the Confessor and his death in 1066 |  |  |  | A local history study:  Battle of Bosworth   * King Richard III was and his role in the Battle of Bosworth   Knitwear industry   * The importance of the hosiery industry in the area   Famous People   * Joseph Hansom |
| **Geography:** |  |  | Study of a region: Nottingham   * Physical features of Nottingham now and in the past * Human features of Nottingham now and in the past * Compare human and physical features of Nottingham now and in the past | Rainforests:  Physical geography   * Climate zones, biomes and vegetation belts.   Human geography   * Land use, trade links, distribution of natural resources. | United Kingdom:   * Key physical and human features * Counties and major cities * Atlas and map work | Geographical skills and fieldwork:   * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods * Sketch maps |
| **RE:** | Domestic Church - Family: People  Baptism/Confirmation – Belonging: Called | Baptism/Confirmation – Belonging: Called  Other World Faiths - Judaism  Advent/Christmas – Loving: Gift | Local Church- Community: Community  Eucharist – Relating: Giving and Receiving | Lent/Easter – Giving: Self Discipline | Pentecost – Serving: New Life  .  Reconciliation – Inter-Relating: Building Bridges | Universal Church – World: God’s People  Other World Faiths |
| **PSHE:** | Being Safe: Online Safety  Exploring Emotions: Uncomfortable Feelings | Bullying: Bullying Matters | Difference and Diversity: Gender, Stereotyping/Racism | Being Responsible: Being Responsible  Drug Education: Consequences and Risks | Being Healthy: Mental Health  Money Matters: Cost  (TBC – visit from Santander) | Changes: Loss |
| **PE:**  . | **Dance - Val Sabin: Unit 1.**   * To use simple motifs and movement patterns to structure dance phrases. * To repeat and remember dance phrases. * To structure a dance with a partner. | **Dance -Val Sabin: Unit 2 – Electricity.**   * To work in small groups to develop movement. * To interpret and comment upon other’s work. | **Gymnastics – Val Sabin: Unit R- Balance leading into change of front or direction.**   * To move between balances with an awareness of change of front. * To create a sequence to show changes to front and direction. | **Dance - Val Sabin: Unit 3.**   * To explore and create movement in response to the stimulus of a game. * To perform more complex dance phrases. | **Athletics- Val Sabin: Unit 1.**   * To develop the ability to use tactics in different situations. * To consolidate techniques used for particular activities.   . | **Athletics- Val Sabin: Unit 2.**   * To develop the ability to use tactics and strengths in different situations. * To describe how the body reacts to different activities. |
| **Gymnastics – Val Sabin: Unit P- Balance.**   * To use different body parts to balance. * To move between balances with control. * To create a sequence of balances. | **Games- Val Sabin: Unit- 1 - Net/court/wall games.**   * To consolidate striking skills. * To vary shots appropriately. * To adapt rules of net games. | **Games- Val Sabin: Unit 2 - Problem-solving and inventing games.**   * To adapt and transfer principles of play and tactics. * To make up rules and modify and change them. * To make collective decisions. | G**ymnastics – Val Sabin: Unit Q- Receiving body weight.**   * To know how different parts of the body take weight in balance and travel. * To create sequences showing contrast in shape, speed and travel. | **Games - Val Sabin: Unit 3- Invasion Games.**   * To develop range and consistency of skills in the games played. * To play in small invasion games. * To play to the rules. | **Games -Val Sabin: Unit 4 – Striking and fielding games.**   * To develop a range of bowling, striking and fielding skills. * To experience all roles in small-sided games. |
| **Design & Technology:** |  |  | Robin Hood Hat (2 weeks):   * Develop techniques in textiles * Join materials using glue and a stitch * Plan, design and evaluate a purposeful product using a design criteria |  |  | Super Seasonal Cooking - Reared,  Caught and  Processed:   * Select and use a wide range of materials, construction materials, ingredients and tools to perform practical tasks * To know about a healthy and varied diet * Select ingredients and plan a meal * To understand where food comes from and when it is grown |
| **Art:** | Fruit and vegetables:  Drawing   * Draw lines of different sizes and thickness * Colour, my own work, neatly following the lines * Show pattern and texture by adding dots and lines * Show different tones using coloured pencils   Painting   * Use thick and thin brushes * Mix primary colours to make secondary colours * Add white to colours to make tints and black to make tones   Sculpture   * Use clay as a material * Use a variety of techniques such as rolling, cutting, moulding and carving | Autumn:  Drawing   * Draw lines of different sizes and thickness * Colour, my own work, neatly following the lines * Show pattern and texture by adding dots and lines * Show different tones using coloured pencils   Printing   * Use repeating or overlapping shapes * Mimic print from the environment * Use objects to create prints * Press, roll, rub, stamp to make prints | Great artists, architects and designers:   * To know about the life and work of famous artists, Leonardo Da Vinci and George Seurat. * To know about the life and work of famous architects, Gaudi. * To know about famous designers in the past. | Insects:  Drawing   * Draw lines of different sizes and thickness * Colour, my own work, neatly following the lines * Show pattern and texture by adding dots and lines * Show different tones using coloured pencils   Collage   * Use a combination of materials that are cut, torn and glued * Sort and arrange materials * Mix materials to create texture.   Sculpture   * Use rolled up paper, straws, paper, card as materials * Use techniques such as rolling, cutting, moulding and carving   Planning and design   * Plan and design a purposeful object using a design criteria | Famous Artists:  To take inspiration from the greats (classic and modern).   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces |  |
| **Music:**  Ukulele – taught by a Peripatetic Music Teacher | Ukulele – Unit: My New Instrument   * Assemble and demonstrate appropriate care of the instrument * Develop an awareness and understanding of the key elements of music and its related vocabulary through playing an instrument and singing * Demonstrate good posture and hand position | Ukulele – Unit: Sounds Good   * Understand and improve quality of tone * Play at least 3 chords in sequence * Maintain a part in a group piece | Ukuklele – Unit: I Can Read Music   * Change smoothly between chords * Read a melody on a string using TAB notation * Create own melody * Improve and perform own melody | Ukulele – Unit: Everyone Play   * Understand and improve quality of tone * Maintain a part in a group piece | Ukulele – Unit: My Tunes   * Improvise melodic and rhythmic phrases * Compose | Ukulele – Unit: The Big Jamboree:   * Play at least 3 chords in sequence * Read and play music notation * Maintain a part in a group piece |
| **French** | Je Me Presente  (Presenting Myself)  · Count to 20.  · Say their name and age.  · Say hello and goodbye and 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. | Au Café  (At the Café)  · Order from a selection of foods from a French menu.  · Order from a selection of drinks from a French menu.  · Order a French breakfast  · Order typical French snacks.  · Ask for the bill.   * Remember how to say hello, goodbye, please and thank you. | Chez Moi  (My Home)  · Say whether they live in a house or an apartment and say where it is.  · Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.  · Tell somebody in French what rooms they have or do not have in their home.  · Ask somebody else in French what rooms they have or do not have in their home.  · Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age | La Famille  (Family)  · 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). | En Classe  (In the Classroom)  · Remember and recall 12 classroom objects with their indefinite article/determiner.  · Replace an indefinite article/determiner with a possessive adjective.  · Say and write what they have and do not have in their pencil case. | Les Habitats  (Habitats)  · Tell somebody in French the key elements animals and plants need to survive in their habitat.  · Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.  · Tell somebody in French which animals live in these different habitats.  · Tell somebody in French which plants live in these different habitats. |