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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
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| **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
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| **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.
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| **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.
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| **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
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| **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
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| **RE:** | Domestic Church - Family: PeopleBaptism/Confirmation – Belonging: Called | Baptism/Confirmation – Belonging: CalledOther World Faiths - JudaismAdvent/Christmas – Loving: Gift | Local Church- Community: CommunityEucharist – 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 SafetyExploring Emotions: Uncomfortable Feelings | Bullying: Bullying Matters | Difference and Diversity: Gender, Stereotyping/Racism  | Being Responsible: Being ResponsibleDrug Education: Consequences and Risks | Being Healthy: Mental HealthMoney 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.
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| **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.
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| **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
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| **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
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| **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
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| **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. |