

# Yearly Planning Year 4

## Topic Name and Curriculum Driver



Dragons



The Ancient Greeks



Life on The Home Front

Health Week

Multifaith Week

World Book Day  
French Day  
World Maths Day

York Residential – April

## Year 4 National Curriculum Objectives

### Science

<p><b>States of Matter</b></p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases;</p> <p>I can 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>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>TAPS Investigations:</b></p>	<p><b>Changing Sound</b></p> <p>I can identify how sounds are made, associating some of them with something vibrating;</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear;</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it;</p> <p>I can 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 source gets further.</p> <p><b>TAPS Investigations:</b> Ask questions and plan enquiry: Investigating pitch</p>	<p><b>Animals including humans</b></p> <p>I can describe the simple functions of the basic parts of the digestive system in humans;</p> <p>I can identify the different types of teeth in humans and their simple functions;</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>TAPS Investigations:</b> Review (Evaluate) – Eggs in liquid (teeth)</p>		<p><b>Living things and their environment</b></p> <p>I can show that living things can be grouped together in various ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger</p> <p><b>TAPS Investigations:</b> Record – Local environment survey</p>	<p><b>Electricity</b></p> <p>I can identify common appliances that run on electricity;</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;</p> <p>I can 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>I can 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>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>TAPS Investigations:</b> Interpret and Report: Electrical Conductors</p>
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## Working Scientifically

- I can ask relevant questions & use different types of scientific enquiries to answer them
- I can set up simple practical enquiries, comparative & fair tests
- I can make systematic and careful observations & take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- I can gather, record, classify & present data in a variety of ways to help with the answering of questions.
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- I can identify differences, similarities or changes related to simple scientific ideas & processes.
- I can use straightforward scientific evidence to answer questions or to support my findings

## Spellings

Once children complete their RWI phonics programme they will be moved onto and follow the KS2 RWI Spelling programme of study.

The reading and spelling of the KS2 Common Exception words will be taught explicitly outside the RWI Spelling Programme.

## Writing

### **Imaginative Poem: A Magic Box**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

#### Grammar & Punctuation:

- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.

### **Narrative: Dragon Stories using 'How to Train your Dragon stories'**

#### Audience, Purpose & Structure:

- To write a range of narratives that are well-structured and well-paced.
- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

#### Grammar & Punctuation:

- To use subordinate clauses, wider range of conjunctions, which are sometimes in varied positions within sentences.
- To use paragraphs to organise ideas around a theme
- Use a comma after a fronted Adverbial: Later that day, I heard bad news
- To use all of the necessary punctuation in direct speech
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Non-Chronological Report:**

#### **Dragons**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

#### Grammar & Punctuation:

- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  
To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Persuasive letter: to Father**

#### **Christmas**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To begin to read aloud their own writing, using appropriate intonation and to control the tone and volume so that the meaning is clear.

### **Explanation Texts: Cracking**

#### **Contraptions**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

#### Grammar & Punctuation:

- To expand noun phrases with the addition of ambitious modifying adjectives prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- Use a comma after a fronted Adverbial: Later that day, I heard bad news
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Narrative: Character Descriptions:**

#### **Made up character from a fairy tale**

#### Audience, Purpose & Structure:

- To write a range of narratives that are well-structured and well-paced.
- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

#### Grammar & Punctuation:

- To use subordinate clauses, extending the range of

### **Narrative:**

#### **Stories with a twist**

#### **Jim and the Beanstalk/True Story of 3 little Pigs / Literacy Shed Video (News article)**

#### Audience, Purpose & Structure:

- To write a range of narratives that are well-structured and well-paced.
- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

#### Grammar & Punctuation:

- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To use paragraphs to organise ideas around a theme
- To use all of the necessary punctuation in direct speech
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Recount – Diary Entry:**

#### **Evacuee – using Lion and the Unicorn story.**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

#### Grammar & Punctuation:

- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To use paragraphs to organise ideas around a theme
- Use a comma after a fronted Adverbial: Later that day, I heard bad news
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Persuasive Leaflet: Visit to York**

#### Audience, Purpose & Structure:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including

### **Historical Story Writing: from WW2**

#### Audience, Purpose & Structure:

- To write a range of narratives that are well-structured and well-paced.
- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

#### Grammar & Punctuation:

- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To use paragraphs to organise ideas around a theme
- To use all of the necessary punctuation in direct speech
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

### **Letters: Evacuee letters - Introducing fictional self**

	<p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<p>sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<p><b>Performance Poetry: Write a rap / Gran can you rap?</b></p> <p><b>Audience, Purpose &amp; Structure:</b></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul>	<p>genre-specific layout devices).</p> <ul style="list-style-type: none"> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To use paragraphs to organise ideas around a theme</li> </ul>	<p><b>to new family.</b></p> <p><b>Audience, Purpose &amp; Structure:</b></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> </ul> <p><b>Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>To use paragraphs to organise ideas around a theme</li> <li>Use a comma after a fronted Adverbials: Later that day, I heard bad news</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>
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## Independent Writing

<p><b>Imaginative Poem:</b> A Magic Box</p> <p><b>Narrative:</b> Dragon Stories using 'How to Train your Dragon stories'</p>	<p><b>Non-Chronological Report:</b> Dragons</p> <p><b>Persuasive letter:</b> to Father Xmas</p>	<p><b>Explanation Texts:</b> Cracking Contraptions</p> <p><b>Character Descriptions:</b></p> <p>Made up character from a fairy tale</p>	<p><b>Narrative:</b></p> <p>Stories with a twist Jim and the Beanstalk</p> <p><b>Performance Poetry:</b> Write a rap / Gran can you rap?</p>	<p><b>Recount – Diary Entry:</b> Evacuee – using Lion and the Unicorn story.</p> <p><b>Persuasive/Information Leaflet:</b> Visit to York</p>	<p><b>Historical Writing:</b> from WW2</p> <p><b>Letters:</b> Evacuee letters - Introducing fictional self to new family.</p>
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## Spoken Language

<p><b>English</b></p> <ul style="list-style-type: none"> <li>· listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>· prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>· discuss words and increasingly complex phrases that capture the reader's interest and imagination · ask reasoned questions to improve his/her understanding of a text</li> <li>· participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> <li>· compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>· read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Maths</b></p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <ul style="list-style-type: none"> <li>· describe movements between positions as translations of a given unit to the left/right and up/down</li> </ul> <p><b>Science</b></p> <p>ask relevant questions with reasoning and use different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> <li>· make a clear and reasoned report on findings from scientific enquiries</li> <li>· use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audience</li> </ul>
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## Reading

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- Retrieve and record information from non-fiction over a wide range of subjects
- Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

## Class Novels ( Based on the year 4 recommended book list)

<b>Edie and the Box of Flits</b> – Kate Wilkinson	<b>Angel on the Roof</b> – Shirley Hughes	<b>Operation Gadgetman!</b> – Malorie Blackman	<b>Fairy Tales</b> – Terry Jones	<b>Charlie and the Chocolate Factory</b> – Roald Dahl	<b>The Amazing Story of Adolphus Tips</b> – Michael Morpurgo
<b>How to train your Dragon</b> – Cressida Cowell					

## Maths

<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6,7,9,25 and 100</li> <li>• Find 100 more or less than a given number</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Recognise the place value of each digit in a 4-digit number</li> <li>• Order and compare numbers beyond 1000</li> <li>• Round any number to the nearest 10,100 or 1000</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• Read Roman numerals to 100</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add numbers with up to 4 digits using the formal method of columnar addition</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Subtract numbers with up to 4 digits using the formal method of columnar subtraction</li> </ul> <p><b>Multiplication and Division</b> (some objectives may continue into the Spring term)</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts up to 12 x 12</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying 3 numbers</li> <li>• Recognise and use factor pairs and commutativity in mental calculations</li> <li>• Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply 2 digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.</li> <li>• Solve problems involving fractions to calculate quantities and fractions to divide quantities.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Find and write decimal equivalents using tenths and hundredths. I can find and write decimal equivalents of 1/4, 1/2 and 3/4.</li> <li>• Divide one- and two-digit numbers by 10 and 100 and can explain the effect this has on place value.</li> <li>• Round decimals using tenths to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places (up to two decimal places).</li> <li>• Solve simple money and measure problems involving fractions and decimals up to two decimal places</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure e.g. kilometre to metre, hour to minute.</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>• Find the area of rectilinear shapes by counting squares.</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>• Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<p><b>Properties of shape</b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>• Identify acute and obtuse angles.</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>• Begin to recognise where angles are greater than two right angles. Know the term straight angle, referring to two right angles together. Begin exploring line symmetry with two lines of symmetry.</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
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## Art

<p><b>LS Lowry</b></p> <ul style="list-style-type: none"> <li>• draw familiar objects with correct proportions</li> <li>• Revisit colour wheels</li> <li>• create different effects by using a variety of tools and techniques</li> </ul>	<p><b>Tye Die and Batik</b></p> <ul style="list-style-type: none"> <li>• I can use different techniques e.g. marbling, silkscreen and cold-water paste</li> <li>• print on fabric using tie-dyes or batik</li> </ul>	<p><b>Clay Monsters</b></p> <ul style="list-style-type: none"> <li>• I can plan my sculpture using drawings or other preparatory work</li> <li>• <i>I can use a variety of techniques when I use clay, including slab, coils and slips</i></li> <li>• <i>Use tools to carve and add shapes, texture and pattern</i></li> </ul>	
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such as bleeds, washes, scratches and splashes

## Geography

### Topic: Europe

- Locate the world's countries using maps to focus on Europe inc: the location of Russia
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including, energy, food and water.
- Using maps, atlases and globes to locate countries and describe features studied

### Topic: The North West and a region in Greece

- Locate the world's countries using maps to focus on Europe inc: the location of Russia
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece)
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including, energy, food and water.
- Describe and understand key aspects of physical geography including climate zones
- Use atlases map, globes and digital mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
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### Topic : Volcanoes and Mountains

- Locate the world's countries using maps to focus on Europe inc: the location of Russia and North and South America
- Identify the position and significance of the Northern and Southern Hemisphere
- Understand geographical similarities and differences through a study of human and physical geography of a region within North or South America.
- Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

## Music

### Rock and Roll

#### National Curriculum:

- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

#### Key Skills:

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and

### Changes in pitch, tempo and dynamics

#### National Curriculum:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Use and understand staff and other musical notations

#### Key Skills:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decelscendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to

### Body and Untuned Percussion

#### National Curriculum:

- 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.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notation

#### Key Skills:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decelscendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.

developing instrumental technique.

**Key knowledge:**

- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that playing in time means all performers playing together at the same speed.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

**Vocabulary :**  
 rock and roll hand jive 1950's tempo dynamic notation style

label and record their compositions.

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

**Key Knowledge:**

- To know that when you sing without accompaniment it is called 'A Cappella'.
- To know that harmony means playing two notes at the same time that usually sound good together.
- To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- To know that 'performance directions' are words added to musical notation to tell the performers how to play.

**Vocabulary**  
 a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer

- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.

**Key Knowledge:**

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

**Vocabulary**  
 Pitter patter raindrop clapping clicking body Percussion tempo rhythm boom snap structure Texture contrast higher lower compose loop Melody pitch inspiration keyboard

## Design & Technology

**Projects on a page: 2D shapes to 3D product**

- I can add detail to my work using different types of stitch, including cross stitch. (Y3)

**Bendy bags – planning (data)**  
**Tie dye, cold water paste – stitch into them then create a bag**

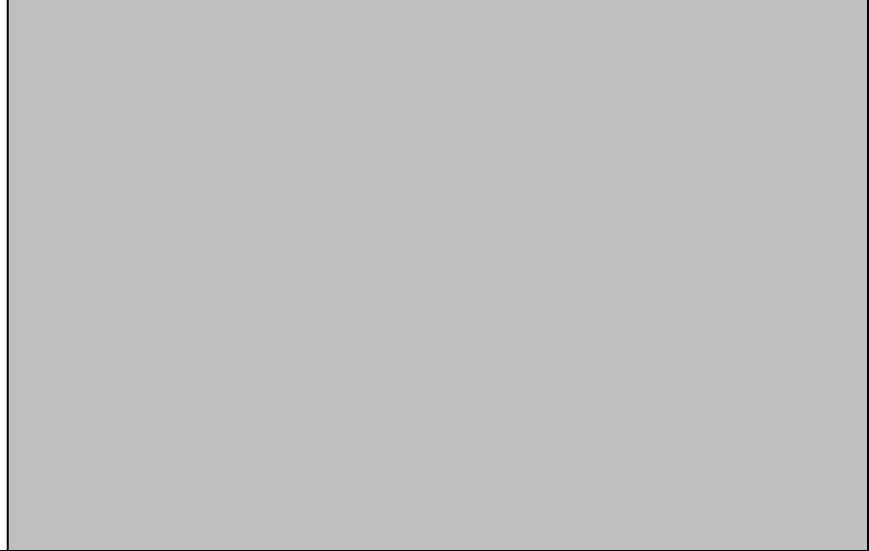
- I can use knowledge of existing products to design a functional and appealing product for a particular purpose and audience
- I can create designs using exploding diagrams
- I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.

**Projects on a page - Shell Structures**  
**Banish broken biscuits – planning available (data)**

- I can strengthen frames with diagonal struts
- I can apply techniques I have learnt to strengthen structures and explore my own ideas
- I can use knowledge of existing products to design a functional and appealing product for a particular purpose and audience
- I can create designs using exploding diagrams
- I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.

**Phunky Food:**

- Biscuits linked to Fair Trade
- Designing and Making a Smoothie



## RE

**Introduction Jewish Celebrations**

- To research facts about Jewish beliefs and Judaism
- To find out about the Jewish Festival of Passover
- To find out about the Jewish Festival Sukkot
- To find out about the Jewish Festival of Purim
- To find out about the Jewish Festival of Hannukah

**Why is Easter important?**

- To learn about the events of Palm Sunday
- To learn about the significance of the Last Supper.
- To learn about the events that led up to Jesus being arrested.
- To find out about the events and emotions surrounding the crucifixion of Jesus.
- To find out about the events of the resurrection and to explore Christian beliefs in life after

**SACRE Unit: What can we learn from Religious Leaders?**

- Identify what makes a good leader and make links between leaders followed (religious or spiritual)
- Describe who or what inspires/influences you
- To use key words about a religious story to show understanding of its significance.

<ul style="list-style-type: none"> <li>To find out about the Jewish Festival Rosh Hashanah</li> </ul> <p><b>Multi Faith Week Focus:</b>  What is the Holy Book?  What are the Symbols,  What are the Place of Worship?  Artefacts / Clothes,  Beliefs</p>	<p>death.</p> <ul style="list-style-type: none"> <li>To learn about the meaning of ‘Messiah’ for Jesus and to summarise the events of Holy Week.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the impact of some of Gandhi’s principles and his words</li> <li>Identify some of the values that Mother Teresa put into action</li> <li>Identify the similarities and differences between how people from different religions follow their leaders</li> </ul>
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## PE

<p><b>Swimming</b></p> <p>Children to be split into 3 groups based on assessed swimming ability. This will be carried out during their initial swimming lesson by qualified swimming teachers.</p> <p>Children will aim to work towards achieving end of KS2 swimming outcomes.</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25m</li> <li>Use a range of strokes effectively (for example front crawl, back stroke and breast stroke)</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop strength and stamina through sustained periods of vigorous activity.</li> <li>Practice and implement runs, leaps, jumps and locomotion in more complex sequences.</li> <li>Work collaboratively to perform with a partner.</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Picking up and running with ball, correct ball carrying position, keeping possession.</li> <li>Passing over longer distances, use some marking technique and introduce some defending principles.</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing stamina and endurance.</li> <li>Practice and use running, sprinting and dynamic balance in games</li> <li>Work collaboratively to use basic tactics for defending and attacking</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform routines to audiences</li> <li>Perform using a range of movement patterns and set phrases</li> <li>Work collaboratively in groups</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges developing strength and flexibility</li> </ul> <p><b>Mini Tennis</b></p> <ul style="list-style-type: none"> <li>Play in competitive games against others</li> <li>Work hard to challenge self to improve the consistency of shots</li> <li>Implement basic tactics</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform with control and confidence a range of basic actions.</li> <li>Develop a broader range of new actions.</li> <li>Work individually to improve a sequence.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Compete against self and others developing simple technique</li> <li>Master basic movements including running, throwing and jumping</li> <li>Work collaboratively and individually to help improve self and others</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing stamina and endurance</li> <li>Practice and use running, sprinting and dynamic balance in games.</li> <li>Work collaboratively to use basic tactics and strategies for batting and fielding</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform routines to audiences</li> <li>Perform using a range of movement patterns and set phrases</li> <li>Work collaboratively in groups</li> </ul>
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## History

<p><b>Hi2/1.3 Anglo-Saxons Y4</b>  <b>Enquiry question – How hard was it to invade Britain?</b></p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons  <i>This will include:</i></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>Place historical periods in a chronological framework <ul style="list-style-type: none"> <li>Use sources of information beyond simple observations to answer questions about the past</li> <li>Variety of resources to find out about aspects of the past</li> </ul> </li> <li>.- Understand that sources contradict each other</li> <li>Record what I have learnt about the past by drawing and writing.</li> </ul> <p>- using historical language in my recording.</p>	<p><b>Hi2/2.4 Ancient Greece Y4</b>  <b>Enquiry question – What did the Greeks ever do for us?</b></p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>Place historical periods in a chronological framework <ul style="list-style-type: none"> <li>Use sources of information beyond simple observations to answer questions about the past</li> <li>Variety of resources to find out about aspects of the past</li> </ul> </li> <li>.- Understand that sources contradict each other</li> <li>Record what I have learnt about the past by drawing and writing.</li> </ul> <p>- using historical language in my recording.</p>	<p><b>Hi2/2.2 Extended chronological study: Y4 World War 2</b>  <b>Enquiry question – What was the impact of WW2 on the people of Britain?</b></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>Place historical periods in a chronological framework <ul style="list-style-type: none"> <li>Use sources of information beyond simple observations to answer questions about the past</li> <li>Variety of resources to find out about aspects of the past</li> </ul> </li> <li>.- Understand that sources contradict each other</li> <li>Record what I have learnt about the past by drawing and writing.</li> </ul> <p>- using historical language in my recording.</p>
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## Computing & Online Safety

<p><b>Collaborative Learning</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the</p>	<p><b>Further Coding with Scratch</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p><b>Computational Thinking</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>	<p><b>Investigating Weather</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
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<p>opportunities they offer for communication and collaboration (DL &amp; IT)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS &amp; IT)</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)</p>	<p>decomposing them into smaller parts (CS)</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)</p>	<p>by decomposing them into smaller parts (CS)</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)</p>	<p>by decomposing them into smaller parts (CS)</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL &amp; IT)</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS &amp; IT)</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)</p>	
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## RSHE – My Happy Mind

<p style="text-align: center;"><b><u>Meet Your Brain</u></b></p> <p>This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.</p>	<p style="text-align: center;"><b><u>Celebrate</u></b></p> <p>This Module is all focussed on building children’s self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will spot these in themselves and others</p>	<p style="text-align: center;"><b><u>Appreciate</u></b></p> <p>This Module is all about children showing gratitude and how this can make us feel amazing!</p>	<p style="text-align: center;"><b><u>Relate</u></b></p> <p>This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.</p>	<p style="text-align: center;"><b><u>Engage</u></b></p> <p>This Module is all focused-on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and achievements. This module builds the skills of perseverance.</p>
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## French (Kapow)

<p>• <b><u>Portraits – Describing in French</u></b></p> <ul style="list-style-type: none"> <li>• French adjectives</li> <li>• Simple descriptions in French</li> <li>• Describing people in French</li> <li>• Describing personality traits</li> <li>• Writing portraits of friends</li> </ul>	<p><b><u>Clothes – Getting dressed in France</u></b></p> <ul style="list-style-type: none"> <li>• Clothes</li> <li>• Clothes and colours</li> <li>• Where do adjectives go in French?</li> <li>• French clothes catalogue</li> <li>• What is our French model wearing?</li> </ul>	<p><b><u>French numbers French numbers, calendars and birthdays</u></b></p> <ul style="list-style-type: none"> <li>• Numbers 1 -31</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Seasons and dates</li> <li>• Celebrating a French birthday</li> <li>•</li> </ul>	<p><b><u>French weather and the water cycle</u></b></p> <ul style="list-style-type: none"> <li>• French weather phrases</li> <li>• French weather rap</li> <li>• Compass points</li> <li>• The temperature in France</li> <li>• The water cycle in French</li> </ul>	<p><b><u>French Food – Miam, miam!</u></b></p> <ul style="list-style-type: none"> <li>• Ordering food and drink in a French café</li> <li>• Managing money in French</li> <li>• French shops</li> <li>• French food</li> <li>• French food – le menu</li> </ul>	<p>• <b><u>French and the Eurovision Song Contest</u></b></p> <ul style="list-style-type: none"> <li>• Musical instruments</li> <li>• Musical games</li> <li>• France and the counties of Europe</li> <li>• Writing songs and rehearsals</li> <li>• French singing contest and grand finale</li> </ul>
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