YEAR 4: AUTUMN — WHAT WAS LONDON LIKE DURING WW2?

Values:
Respect/Peace

Suggested Entry Point:
Re-create an air raid in the classroom using a blackout and sound effects.

Suggested Final Outcome:
Cross-curricular topic display in class and hall.

Suggested Visit:
The Imperial War Museum.

Using the School Environment:
Have a VE style street party in school grounds.

Driver Subjects:

History: Children in WW2

To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Describe changes that have happened in the locality of the school throughout history.
Suggest suitable sources of evidence for historical enquiries.
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
Suggest causes and consequences of some of the main events and changes in history.
Place events, artefacts and historical figures on a time line using dates.
Use dates and historical terms to describe events.

Geography: Europe

Name and locate the countries of Europe and identify their main physical and human characteristics.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Ask and answer geographical questions about the physical and human characteristics of a location.
Describe geographical similarities and differences between countries.
Use a range of resources to identify the key physical and human features of a location.

Cross-Curricular Subjects:

Science: Changing Sound

Identify how sounds are made, associating some of them with vibrating.
Recognise that sound vibrations travel through a medium to the ear.
Find patterns between sound pitch and features of sound source object.
Find patterns between sound volume and strength of sound vibrations.
Know that sounds get fainter as the distance from the source increases.
Ask relevant questions.
Set up simple practical enquiries and comparative and fair tests.
Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Identify differences, similarities or changes related to simple, scientific ideas and processes.

Science: Electricity

Identify common appliances that run on electricity.
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.
Recognise that a switch opens and closes a circuit.
Recognise some common conductors and insulators.
Understand precautions for working safely with electricity.
Construct simple series circuits, trying different components, eg. bulbs, buzzers, motors and switches.
Draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage.
Observe patterns, eg. that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that certain materials can or cannot be used to connect a gap in a circuit.
See above skills also.

Art: Drawing

Collect information, sketches and resources.
Adapt and refine ideas as they progress.
Use different hardnesses of pencils to show line, tone & texture.
Annotate sketches to explain and elaborate ideas.
Sketch lightly (no need to use a rubber to correct mistakes).
Use shading to show light and shadow.
Use hatching and cross hatching to show tone and texture.

Other Subjects:

RE:
The Bible/Pilgrimage/Peace at Christmas

Computing:
Software Developing/Scratch/E-safety

PSHE:
Identity, society & equality:
Democracy
Drug, alcohol & tobacco education:
Making Choices

Music:
Charanga Scheme
Mamma Mia/Five Gold Rings

MFL (Spanish):
La Jolie Ronde Scheme
Colours/Parts of the Body/Asking for Translation/ Zoo Animals/Verbs/Christmas

PE:
Real PE Unit 1: Personal
Coordination: Footwork
Static Balance: One Leg
Unit 2: Social
Dynamic Balance to Agility: Jumping & Landing
Static Balance: Seated

BIG QUESTIONS:

Autumn 1:
Is it more important to respect yourself or other people?

Autumn 2:
How would you bring peace to the world?

YEAR 4: SPRING — WHAT'S UNDER THE SEA?

Values:
Love/Faith

Suggested Entry Point:
Snorkel & flippers appear in class to discuss.

Suggested Final Outcome:
Cross-Curricular Oceans display in class.

Suggested Visit:
London Aquarium

Using the School Environment:
Investigate electrical devices around school.

Driver Subjects:

Science: Living Things & Their Habitats

Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
Give reasons for classifying plants and animals based on specific characteristics.
Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.
Ask relevant questions.
Gather, record, classify and present data in a variety of ways to help in answering questions.
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Identify differences, similarities or changes related to simple, scientific ideas and processes.
Use straightforward, scientific evidence to answer questions or to support their findings.

Geography: Oceans

Extend knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features. Develop the use of geographical knowledge, understanding and skills to enhance locational and place knowledge.
Use maps, atlases, globes and digital/computer mapping to locate oceans and describe features studied.
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
Describe some of the characteristics of these geographical areas.
Describe key aspects of the physical geography of oceans.

Cross-Curricular Subjects:

Science: States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases.
Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Ask relevant questions.
Set up simple practical enquiries and comparative and fair tests.
Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Identify differences, similarities or changes related to simple, scientific ideas and processes.

Art: Collage

Develop ideas from starting points throughout the curriculum.
Collect information, sketches and resources.
Explore ideas in a variety of ways.
Select and arrange materials for a striking effect.
Ensure work is precise.
Use coiling, overlapping, tessellation, mosaic and montage.

DT: Mechanisms

Design with purpose by identifying opportunities to design.
Make products by working efficiently, eg, carefully selecting materials.
Refine work and techniques as work progresses, evaluating designs.
Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product, eg. levers, winders and pulleys.
Cut materials accurately and safely by selecting appropriate tools.
Select appropriate joining techniques.
Choose suitable techniques to construct products.

Other Subjects:

RE:
Being a Hindu/Wisdom/Holy Communion

Computing:
Producing Digital Music/ HTML Editing/ E-safety.

PSHE:
Physical health & wellbeing;
What is important to me?
Keeping safe & managing risk:
Playing safe

Music:
Charanga Scheme
Hey You!/Little Angel gets her Wings

MFL (Spanish):
La Jolie Ronde Scheme
Family Members/Pets/ Vowel Sounds/ Questions/Colours

PE:
Real PE Unit 3: Cognitive
Dynamic Balance: On a Line
Coordination: Ball Skills
Unit 4: Creative
Coordination: Sending & Receiving
Counter Balance: With a Partner

BIG QUESTIONS:

Spring 1:
Do you have to earn love?

Spring 2:
What does it mean to have faith?

YEAR 4: SUMMER — WERE THE ROMANS REALLY RUTHLESS?

Values:
Perseverance/Hope

Suggested Entry Point:
Find Roman artefacts in class and discuss.

Suggested Final Outcome:
Create a class museum about the Romans.

Suggested Visit:
London Mithraeum

Using the School Environment:
Practice Roman army manoeuvres on field.

Driver Subjects:

History: The Romans

To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Describe the social, ethnic, cultural or religious diversity of a past society.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Give a broad overview of life in Britain from ancient until medieval times.
Compare some of the times studied with those of other areas of interest around the world.
Use dates and historical terms to describe events.
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Geography: Italy vs UK

Name and locate the countries of Europe and identify their main physical and human characteristics.
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
Ask and answer geographical questions about the physical and human characteristics of a location.
Explain own views about locations, giving reasons.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
Describe geographical similarities and differences between countries.
Describe key aspects of human and physical geography.

Cross-Curricular Subjects:

Science: Eating and Digestion

Describe the simple functions of the basic parts of the digestive system in humans.
Identify the different types of teeth in humans and their simple functions.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Ask relevant questions.
Set up simple practical enquiries and comparative and fair tests.
Gather, record, classify and present data in a variety of ways.
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Use straightforward, scientific evidence to answer questions.

Art: Sculpture

To develop techniques, including the control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Create and combine shapes to create recognisable forms, eg. shapes made from nets or solid materials.
Include texture that conveys feelings, expression or movement.
Use clay and other mouldable materials.
Add materials to provide interesting detail.
Develop ideas from starting points throughout the curriculum.
Adapt and refine ideas as they progress.
Comment on artworks using visual language.

DT: Food

Understand and apply the principles of a healthy and varied diet.
Prepare and cook food using a range of techniques.
Prepare ingredients hygienically using appropriate utensils.
Measure ingredients to the nearest gram accurately.
Follow a recipe.
Assemble or cook ingredients (controlling temperature if cooking).

Other Subjects:

RE:
The Old Testament/The Five Pillars of Islam

Computing:
Producing a Wiki/ Presenting Weather - Meteorologists/E-safety

PSHE:
Sex & relationship education:
Growing up and changing

Music:
Charanga Scheme
Lean on Me/Reflect, Rewind and Replay

MFL (Spanish):
La Jolie Ronde Scheme
Verbs/Adjectives/Hobbies/ Conversations/ Transport/Travel

PE:
Real PE Unit 5: Applying Physical
Agility: Reaction/Response
Static Balance: Floor Work
Unit 6: Health & Fitness
Agility: Ball Chasing
Static Balance: Stance

BIG QUESTIONS:

Summer 1:
How can we persevere to make a better world?

Summer 2:
What would our planet hope for?