

Term 4	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular (Science link)
Diary of a Killer cat, The day I swapped my dad for 2 goldfish – Diary entries/recounts	<p>Can you measure distances accurately in m and cm when conducting your experiments with sound?</p> <p>Can you calculate the total downloads by a particular singer or group over a period of time?</p> <p>Can you research how decibels are measured and the numbers increase?</p> <p>Can you find out the most popular singer or group amongst your friends and calculate the differences in your data?</p> <p>Can you express your findings as fractions of the whole sample size?</p>
Science	Humanities (Geog)
<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<p>Study of a contrasting region of Europe (cont) (e.g. in Spain)</p> <ul style="list-style-type: none"> concentrate on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, compared to a region in a European country <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, coasts human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources <p>Geographical skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate and describe features studied <ul style="list-style-type: none"> use the 8 points of a compass, symbols and key (Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Year 4 Curriculum plan

Term 4		
TOPICS		
Computing	Art and design	Design and Technology
<p>Design solutions through abstraction and decomposing of problem. Recognise tasks best completed by humans or computer. Continue to use sequence, selection, repetition, variables and various inputs & outputs. Use logical reasoning to explain how simple algorithms work. Introduce private networks (LAN - Local Area Network) & network types (peer to peer, star & bus).</p>		
PE	RE CHRISTIANITY	PHSE (SEAL themes)
<p>Sport Enrichment Block Sports enrichment chosen by coach and school to enhance curriculum.</p>	<p>Inspirational people - St Paul - St Mary - Dr Barnardo - Mother Teresa (or others – mixture of men and women if possible)</p> <p>Symbols and religious expression Easter - Betrayal and Trust</p>	<p>5. Good to be me</p> <ul style="list-style-type: none"> • Feeling good about myself • hopeful and disappointed • hiding feelings • being assertive • fight or flight?
Music	French*	Trip ideas
<p>Composition – understanding of musical structures</p> <ul style="list-style-type: none"> • Musical terminology m <p>Instrumental</p> <ul style="list-style-type: none"> • Ukelele (Sound Hub teacher) 	<p>Y4 Module 7 – Monsters Y4 Module 8 - Ice Creams</p>	

Term 5	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular (R.E.link)
	Design Tessellating patterns that copy the style of Islamic art
Science	Humanities (History)
<p>Sound (cont)</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<p>Local History</p> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Term 5		
TOPICS		
Computing	Art and design	Design and Technology
<p>Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly. Begin to use simple Search Parameters Select, use and combine a variety of software Recognises the audience when designing and creating digital content. Detect and correct errors in algorithms & programs</p>		
PE	RE ISLAM	PHSE (SEAL themes)
<p>Sports Day Athletics Running, jumping and throwing Time and Direction</p> <ul style="list-style-type: none"> • numeracy links – timing • direction • maximising performance 	<p>Beliefs and questions Religion and the individual Inspirational people The Five Pillars - One God - The Life of Muhammed</p>	<p>6. Relationships</p> <ul style="list-style-type: none"> • special people • loss • let’s not forget
Music	French*	Trip ideas
<p>Instrumental</p> <ul style="list-style-type: none"> • Ukelele (Sound Hub teacher) 	<p>Y4 Module 9 - Adjectives Y4 Module 10 - Music</p>	

Term 6	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular (Science link)
	<p>Can you measure distances from the school in m and estimate in km? Can you measure a square metre of ground with accurate right angle corners? Can you measure the perimeter of the area you are studying? Can you order your findings from smallest to greatest? Can you collect your data and then count on from a number in 6s, 7s, 8s and 9s? Can you compare quantities by mentally calculating addition and subtraction? Can you find out which shop sells the best value wild bird food? Can you plot the decline in numbers of an endangered animal over the past 50 or 100 years? Can you research one animal in detail and include number facts, spelt correctly, in your report? Can you find out which hour of the day is best for seeing birds?</p>
Science	Humanities (Geography)
<p><u>Living things and their habitats</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p><u>Local Study</u> 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. physical geography, including: rivers – erosion, deposition human geography, the importance of the water in this region -including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills •use maps, atlases, globes and digital/computer mapping to locate and describe features studied •use the 8 points of a compass, symbols and key (Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

Term 6		
TOPICS		
Computing	Art and design	Design and Technology
<p>Analyse and evaluate data and information and recognise that poor quality data leads to unreliable results and inaccurate conclusions.</p> <p>Understand the opportunities [networks] offer for communication and collaboration when computers are networked.</p> <p>Understand two-way selection (if, then & else statements) & poste-tested loop (until) and when to use within programs.</p>		
PE	RE ISLAM	PHSE (SEAL themes)
<p>Striking and Fielding Games – Rounders</p> <p>Bowling and Striking</p> <ul style="list-style-type: none"> • basic rules • bowling • striking 	<p>Teachings and authority</p> <p>Religion and the individual</p> <p>The Five Pillars</p> <ul style="list-style-type: none"> - The Qur’an - Prayer 	<p>7 Changes</p> <ul style="list-style-type: none"> • imposed or unwelcome change • our responses to change <p>Sex Education</p>
Music	French*	Trip ideas
<p>Instrumental</p> <ul style="list-style-type: none"> • Ukelele (Sound Hub teacher) <p>Geography song – Rivers Tale</p>	<p>Y4 Module 11 – Little Red Riding Hood</p> <p>Revision</p>	<p>Horton Kirby, Yalding or Bewl Water (Geog)</p>

- Pupils should **read** and **spell** scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Working scientifically:-

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

They should do this through

- exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments
- beginning to develop their ideas about functions, relationships and interactions.
- asking their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including
 - observing changes over time,
 - noticing patterns,
 - grouping and classifying things,
 - carrying out simple comparative and fair tests
 - finding things out using secondary sources of information.
- They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 4 Curriculum plan

History skills

Pupils should :-

- continue to develop a **chronologically** secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Geography Skills and fieldwork (KS2)

- use maps, atlases, globes and digital/computer 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 United Kingdom 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
 - graphs
 - and digital technologies.

*French (KS2)

- 2014-15 – Year 3 modules before year 4
- 2015-16 – Year 4 modules