





Year 4



		Autumn Topic	Spring Topic	Summer Topic		
<p>The 'Big Question'</p> 		<p>Was Roman rule beneficial for the people of Britain?</p>	<p>Do the benefits of living near a river outweigh the risks?</p>	<p>If you lived in Britain long ago, would you welcome settlers or fear invaders?</p>		
<p>Rationale (Why this/Why now?)</p> 		<p>This topic continues chronologically along the British Historical timeline and moves on from the Iron Age and into the start Roman Empire. Children learn about how the Romans changed Britain and begin to see how different civilisations have shaped the country in which they live.</p> <p>This provides children with an opportunity to learn about the countries that make up Europe and explore Italy in more detail using and building on map skills from previous years. There is also more opportunity to explore why people may choose to settle in countries that are not their own through push and pull factors.</p>	<p>Children have touched on the importance of rivers during topics such as Ancient Egyptians in Y3 and The Great Fire of London/Explorers in Y2 for trade, transport and water supply. This will be looked at in detail during this topic. They will complete some local fieldwork and visit the River Tees allowing an opportunity to apply some of their map reading skills to a familiar location that they have visited.</p> <p>World knowledge will continue to build as they learn about the locations of mountains and rivers of the world and will develop and build their knowledge of climatic zones by comparing their own climate with that of the mountains.</p>	<p>This topic continues chronologically along the British Historical timeline and children now learn about what happened in Britain after the Roman occupation and the fighting between the Anglo Saxons and Vikings for overall control. Push and Pull Factors are explored and children begin to question historical sources and reliability when looking at the information we can gain.</p> <p>This provides children with a strong foundation of British chronology so that in Upper Key Stage 2, comparisons between the Ancient Greeks and Ancient Maya can take place and help them to understand that historical periods often overlap and do not simply take place one after the other.</p>		
<p>Career related learning Local area links Personal development Cultural Capital</p>		<p>Rocksteady Music Lessons Choir TVMS Snappy Christmas performance Visit to Segedunum Roman Fort</p>	<p>Rocksteady Music Lessons Choir STEM Careers Day Roman Play Performance Animex Computing trip Tees Barrage visit</p>	<p>Rocksteady Music Lessons Choir Farm visit Assembly with MP Gillian Bell, Senior Education & Engagement Officer (North East of England)</p>		
<p>Science</p> 		<p>Living Things and Their Habitats</p> <p>Group living things in different ways</p> <p>Identify and sort animals using a classification key</p> <p>Recognise types of leaves and which tree they belong to</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Understand the properties of solids, liquids and gases</p>	<p>Animals including Humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Investigate the effects of different drinks on our teeth</p> <p>Create a model of the digestive system and explain how it works</p> <p>Identify and explain the function of each organ involved in the digestive system</p>	<p>Sound</p> <p>Investigate that sound is made by vibrations.</p> <p>Investigate how sound travels.</p> <p>Investigate pitch</p> <p>Measure sound in decibels</p>	<p>Electricity</p> <p>Identify appliances that run on electricity and understand the difference between mains electric and batteries.</p> <p>Identify the different components of a circuit and their symbols</p>





Year 4


	<p>Design a classification key to identify plants and animals.</p> <p>Research an environmental issue and learn about climate change</p>	<p>Understand the characteristics of molecules in a solid, liquid and gas</p> <p>Investigate and research melting and freezing points</p> <p>Plan a fair test</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Investigate the relationship between distance and volume.</p>	<p>Create a simple series circuit and name the different parts</p> <p>Investigate adding a switch to a circuit and what happens when it is opened and closed</p> <p>Investigate conductors and insulators and what they do.</p> <p>Understand the dangers of electricity.</p>
<p>Geography</p> 	<p>Romans</p> <p>Compare Italy with the United Kingdom</p> <p>Use maps to identify European countries and their capital cities.</p> <p>Explain the geographical similarities and differences between a region in a European country and the UK</p> <p>How and why did the Roman Empire grow?</p>	<p>Rivers and Mountains</p> <p>Identify the main stages of the water cycle and explain how it works</p> <p>Use Maps, atlases and globes to locate rivers around the world and learn some of their physical features</p> <p>Know the main features of a river and how they are formed</p> <p>Learn about the River Tees and identify geographical features</p> <p>Understand why rivers are important</p> <p>Explore the dangers of rivers (water safety)</p> <p>Identify the world's major mountain ranges</p> <p>Describe how a mountain is formed</p> <p>Describe a mountain climate</p>	<p>Anglo Saxons and Vikings</p> <p>Where the Anglo Saxons arrived from and when his happened</p> <p>Why the Anglo Saxons chose to settle here in Britain.</p> <p>Where the Vikings first invaded and why</p> <p>The location and importance of Lindisfarne</p>		






<p style="text-align: center;">History</p> 	<p style="text-align: center;">Romans</p> <p>Learn when the Romans invaded Britain, how long they stayed and where they came from</p> <p>Understand why the Romans invaded and settled in Britain</p> <p>Learn about the Celts and why they resisted invasion</p> <p>Boudica's life and rebellion – what made her so significant?</p> <p>Understand how history can be interpreted differently</p> <p>Understand the effectiveness of the Roman Army</p> <p>How the Roman's changed Britain during their occupation and rule</p> <p>Find out what can be learnt from what the Roman's left behind</p>	<p style="text-align: center;">Mountain Explorers</p> <p>Discover the brave explorers who have climbed the highest mountains in the world</p>	<p style="text-align: center;">Anglo Saxons and Vikings</p> <p>Find out who the Picts and Scots were and where they lived</p> <p>Explore the features of an Anglo-Saxon Settlement</p> <p>Understand how archaeologists and artefacts are helping us to build up an accurate picture of how people lived in the past.</p> <p>Explore the significance of Sutton Hoo.</p> <p>When the Vikings began to invade Britain and why</p> <p>Explore Viking life</p> <p>Consider why King Alfred is remembered as 'Alfred the Great'</p> <p>Understand what happened to the Anglo Saxon and Vikings</p> <p>Learn about The Battle of Hastings</p>
<p style="text-align: center;">Art</p> 	<p style="text-align: center;">Mega Materials</p> <p>How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire</p> <p>Use a range of materials to make 3D artwork</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p style="text-align: center;">Light and Dark</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing</p>	<p style="text-align: center;">Power prints</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p>

<p>Design and Technology</p> 	<p>Textiles – 2D Shape to a 3D Product</p> <p>Investigate how a range of textile that have been Designed and produced.</p> <p>That 3D products can be made by joining two identical 2D shapes.</p> <p>Understand that fabric pieces can be joined by stitching.</p> <p>Understand how a product is assembled and how it has to be fit for purpose</p> <p>Know that finishing can be for functional or aesthetic reasons</p> <p>Develop sewing skills with some accuracy and understand how to join fabrics together</p> <p>Understand the purpose of the fastenings. Which one is most suited to the purpose and user</p>		<p>Cooking and nutrition - Healthy sandwiches</p> <p>Understand that foods can be grouped according to the Eatwell plate.</p> <p>Know the importance of a balanced and varied diet.</p> <p>Understand that our senses help us make choices about what we like and don't like</p> <p>Understand that food and ingredients can be selected according to their sensory qualities.</p> <p>Know how to prepare food and ingredients and Know how to mix to create products.</p> <p>Prepare and combine ingredients.</p>		<p>Electrical systems – simple circuits and switches</p> <p>Investigate and analyse a range of existing battery-powered products</p> <p>Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating bulbs, switches, buzzers</p> <p>Know the purpose of different electrical products.</p> <p>Know what materials products are made from.</p> <p>Understand that battery powered products can be operated manually or by a computer.</p> <p>Develop and use knowledge of how to construct a simple circuit</p> <p>Use a variety of switches which work in different ways to operate battery powered products</p> <p>Design a product to meet a brief</p> <p>Recognise the importance of ongoing evaluation.</p> <p>Identify the strengths and areas for development in a product.</p>	
<p>Computing</p> 	<p>Information Technology - The Internet</p> <p>Describe networks and how they work</p> <p>Understand what the internet is and the types of services it provides</p> <p>To describe the types of content / media that can be shared, added and created on the World Wide Web.</p>	<p>Information Technology – Audio Editing</p> <p>Identify digital devices that can play audio, record sound, or do both</p> <p>Identify that an input and output device is needed to record and play sound</p> <p>To use a digital device to record audio and play back sound and suggest how to improve it.</p>	<p>Computer Science – Programming Crumble Controllers</p> <p>To identify everyday tasks that include repetition</p> <p>To explain that we can use a loop command in a program to repeat instructions</p> <p>Identify and use a loop in a program</p>	<p>Computer Science – Data and Information</p> <p>Choose a data set to answer a given question</p> <p>Suggest questions that can be answered using a given data set</p> <p>To identify that sensors are input devices and can used for data collection</p> <p>Use data from a sensor to answer a given question</p>	<p>Information Technology – Photo Editing</p> <p>To recognise that digital images can be manipulated</p> <p>Explain what has changed in an edited image</p> <p>Use a range of tool to make changes to an image to suit a purpose</p> <p>Give example of positive and negative effects that</p>	<p>Computer Science – Programming B</p> <p>To identify everyday tasks that include repetition</p> <p>To explain that we can use a loop command in a program to repeat instructions</p> <p>Use a count-controlled and indefinite loop in a program</p> <p>To plan a program that includes the appropriate</p>

Year 4

	<p>To explain the World Wide Web comprises of websites and webpages</p> <p>To evaluate the reliability of content and the consequences of unreliable content</p> <p>To understand copyright and ownership</p>	<p>Plan and record an audio recording</p> <p>Save and open a digital recording from a file</p> <p>Edit sections of an audio recording and evaluate</p>	<p>Design a program that includes count-controlled loops and indefinite loops</p> <p>To plan a program that includes the appropriate loop to control a physical system</p>	<p>Use a data logger to collect data and understand the sensor collects data over time</p> <p>Use a computer program to sort data</p> <p>To use a set of logged data to find information</p>	<p>retouching can have on an image</p> <p>Understand consent with regards to taking and sharing images</p> <p>To be aware that AI can be used to create 'fake' images and not all images are 'real'</p>	<p>loop to produce a given outcome</p> <p>To create two or more sequences that run at the same time</p>
<p>PE</p> 	<p>Rugby</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score.</p>	<p>Badminton</p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return.</p>	<p>Gymnastics</p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in.</p> <p>Golf</p> <p>In this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances.</p>	<p>Hockey</p> <p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score.</p>	<p>Cricket</p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter.</p>	<p>Athletics</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>

Year 4

<p>PSHE</p> 	<p>Families and Relationships</p> <p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.</p>		<p>Citizenship</p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Economic Wellbeing</p> <p>Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.</p>	<p>Health and Wellbeing</p> <p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene.</p>	<p>Safety and the Changing Body</p> <p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.</p>
<p>RE</p> 	<p>Are all religions equal?</p> <p>Sikhi Hindu Dharma</p>	<p>What makes some texts sacred?</p> <p>Hindu Dharma Sikhi</p>	<p>Just how important are our beliefs?</p> <p>Sikhi Islam Judaism Hindu Dharma Christianity</p>	<p>Who was Jesus really?</p> <p>Christianity Judaism Islam</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Christianity</p>	<p>Does the language of scripture matter?</p> <p>Christianity Islam Judaism</p>
<p>Music</p> 	<p>Performing: Reading Notation – Rhythm</p> <p>Reading Notation 2: 2, 3 and 4 Time</p>	<p>Performing: Reading Notation – Pitch</p> <p>Exploring Staf Notation 2: Follow the Score (Glockenspiel)</p>	<p>Performing: Instrumental Performance</p> <p>Ensemble Skills 2: Melody and Accompaniment (Recorder)</p>	<p>Composing and Improvising</p> <p>Composition Skills 2: Sequences and Pentatonic Phrases</p>	<p>Creating and Performing</p> <p>Exploring Classical Music 1: Legato and Staccato</p>	<p>Musicianship: Singing and Listening</p> <p>Becoming Musicians 2: Major and Minor</p>
<p>MFL</p>	<p>Phonics</p>	<p>Fruits</p>	<p>Ice-Creams</p>	<p>Presenting myself</p>	<p>In The Classroom</p>	<p>My family</p>
<p>Listen attentively to spoken French and show understanding by joining in and responding</p>						

Year 4



Explore and apply phonics patterns to support accurate pronunciation, reading and spelling
Engage in conversations; ask and answer questions; express opinions (e.g. about fruits and ice creams) and respond to others
Speak in sentences using familiar vocabulary and basic language structures across topics (e.g. self, family, classroom, food)
Develop accurate pronunciation and intonation when speaking and reading aloud
Present ideas and information orally about themselves and familiar topics
Read carefully and show understanding of words, phrases and simple sentences
Broaden vocabulary related to everyday topics including fruits, ice creams, family and classroom objects
Write phrases from memory and adapt these to create simple sentences
Describe people, places, things and simple ideas orally and in writing