






Year Group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teacher:</b>						
<b>RE</b>	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Galilee to Jerusalem	To the ends of the Earth	Dialogue and encounter
<b>English</b>	<p><b>Focus Text:</b> The Leopard in the Golden Cage <b>Julia Edwards</b></p>  <p><b>Writing Genres:</b> Diary entry Historical narrative</p>	<p><b>Focus Text:</b> The Roman Mysteries: The Thieves of Ostia <b>Caroline Lawrence</b></p>  <p><b>Writing Genres:</b> Explanation text Recount- journalistic writing</p>	<p><b>Focus Text:</b> The lost Rainforest Mez's Magic <b>Eliot Schrefer</b></p>  <p><b>Writing Genres:</b> Persuasive text Adventure narrative</p>	<p><b>Focus Text:</b> Journey to the river sea <b>Eva Ibbotson</b></p>  <p><b>Writing Genres:</b> Non-Chronological report Haiku poetry</p>	<p><b>Focus Text:</b> Harley James and the mystery of the Mayan Kings <b>Leah Cupps</b></p>  <p><b>Writing Genres:</b> Mystery narrative Instructional text</p>	<p><b>Focus Text:</b> The land of roar Jenny McLachlan</p>  <p><b>Writing Genres:</b> Fantasy narrative Information text- brochure</p>
<b>Maths</b>	<p><b>Reasoning with large numbers</b> Children will learn about: •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000</p> <p><b>Addition and subtraction</b> Children will learn about: •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</p>	<p><b>Multiplication and division</b> Children will learn about: •Identify and explore patterns in multiplication tables including 7 and 9 •Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication</p> <p><b>Discrete and continuous data</b> Children will learn about: •Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts</p>	<p><b>Calculating with multiplication and division</b> Children will learn about: •Division using partitioning •Short division</p> <p><b>Fractions</b> Children will learn about: •Explore different interpretations and representations of fractions •Equivalent fractions •Represent fractions greater than one as mixed number and improper fractions •Add and subtract fractions with the same denominator including fractions greater than one</p>	<p><b>Time</b> Children will learn about: •Analogue to digital, 12- hour and 24-hour •Convert between units of time</p> <p><b>Decimals</b> Children will learn about: •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals.</p> <p><b>Area and perimeter</b> Children will learn about: •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter.</p>	<p><b>Solving measures and money problems</b> Children will learn about: •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically.</p> <p><b>Shape and symmetry</b> Children will learn about: •Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry</p>	<p><b>Position and direction</b> Children will learn about: •Describe and plot using coordinates •Describe translations</p> <p><b>Reasoning with pattern and sequences</b> Children will learn about: •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns</p> <p><b>3-D shape</b> Children will learn about: •Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations</p>
<b>Science</b>	 <p><b>Teeth and digestion</b> Children will learn: •To describe simple functions of the basic parts of the digestive system in humans. •To identify the different types of teeth in humans and their simple functions.</p>	 <p><b>States of matter</b> Children will learn: •To compare and group materials together, according to whether they are solids, liquids or gases. • To 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. • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	 <p><b>Classification and environments</b> Children will learn: •To recognise that living things can be grouped in a variety of ways and to explore and use classification keys to help group, identify and name a variety of living things within their local and wider environment. •To recognise that environments can change and that this can sometimes pose dangers to living things. • To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	 <p><b>Electricity</b> Children will learn: •To identify common appliances that run on electricity. •To construct a simple series electrical circuit, identifying, and naming its basic parts, including cells, wires, bulbs, switches and buzzers. •To 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, and to recognise that a switch opens and closes a circuit whilst associating this with whether or</p>	 <p><b>Sound</b> Children will learn: •To identify how sounds are made, associating some of them with something vibrating and to recognise that vibrations from sounds travel through a medium to the ear. •To find patterns between the pitch of a sound and features of the object that made it in addition to finding patterns between the volume of a sound and the strength of the vibrations that produced it. •To recognise that sounds get fainter as the distance from the sound source increases</p>	

					not a lamp lights in a simple series circuit. •To recognise some common conductors and insulators and to associate metals with being good conductors.	
<b>History</b>	 <p><b>Roman invasions</b> Children will learn: • To study the Roman Empire and its impact on Britain. • To develop their chronological understanding of British history. • To acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>	 <p><b>Roman Britain</b> Children will learn: • To study the 'Romanisation' of Britain in depth. • To explore Roman Britain on a local and national scale. • To acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>			 <p><b>Maya Civilisation</b> Children will learn: • To study a non-European society that provides contrasts with British history. • To study the Mayan civilization in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p>	
<b>Geography</b>			 <p><b>Amazon: Rivers and Rainforest</b> Children will learn: • To locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. • To describe and understand key aspects of rivers, the water cycle, types of settlement and land use.</p>			 <p><b>The USA</b> Children will learn: • To locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. • To describe and understand key aspects types of settlement and land use.</p>
<b>Art</b>	<p><b>Drawing Power Prints</b> Children will learn: • To develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p><b>Greeting card craft</b></p>	<p><b>Painting and Mixed Media Light and Dark</b> Children will learn: • To develop colour mixing skills, using shades and tints to show form and create three dimensions when painting.</p>	<p><b>Greeting card craft</b></p>	<p><b>Sculpture Mega Materials</b> Children will learn: • To explore the way different materials can be shaped and joined, learning about techniques used by artists.</p>	
<b>Design Technology</b>		<p><b>Cooking Adapting A Recipe</b> Children will learn: • To adapt a simple recipe and ensure that it comes within the given budget of overheads and costs of ingredients.</p>		<p><b>Digital Moments Mindful Moments</b> Children will learn: • Research an existing product and analysis to determine how a programmable product could be personalised to their needs.</p>		<p><b>Electrical systems Torches</b> Children will learn: • To apply their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>
<b>PE</b>	<p><b>Invasion games- basketball</b> Children will learn: • To run, jump, throw, catch, dribble and intercept and shoot.</p>	<p><b>Fitness</b> Children will learn:</p>	<p><b>Gymnastics</b> Children will learn: • To perform individual and partner balances, jumps using rotation,</p>	<p><b>Striking and fielding – rounders</b> Children will learn:</p>	<p><b>Tennis</b> Children will learn: • To throw underarm and catch.</p>	<p><b>Athletics</b> Children will learn:</p>

	<ul style="list-style-type: none"> <li>To plan strategies, use tactics, observe and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>To develop strength, speed, power, agility, coordination, balance and stamina.</li> <li>Children will learn:</li> <li>To identify areas of strength and areas for development.</li> </ul>	<p>straight roll, barrel roll, forward roll, straddle roll, bridge and shoulder stand.</p> <ul style="list-style-type: none"> <li>To observe and provide feedback, selecting and applying actions and evaluating and improving sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To throw underarm and underarm, catch track a ball, field, retrieve a ball and batting.</li> <li>To observe and provide feedback using tactics and decisions making.</li> </ul>	<ul style="list-style-type: none"> <li>To return the ball- forehand and backhand.</li> <li>To stand in the 'ready' position.</li> </ul> <p><b>Swimming</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To submerge, float and glide in the water.</li> <li>To learn front crawl, backstroke, rotation, sculling and treading water.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to run at a pace, jump a distance, throw a distance and learn a sprinting techniques.</li> <li>To observe others and provide peer feedback.</li> </ul>
<b>Music</b>	<p><b>South Africa - instrumental Ukulele sessions.</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know the key features of South African Gumboot music.</li> <li>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</li> <li>To know the correct technique for playing tuned percussion instruments.</li> </ul>	<p><b>Caribbean- instrumental Ukulele sessions.</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know the key features of Calypso music.</li> <li>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul>	<p><b>Body and tuned percussion</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<p><b>Changes in pitch, tempo and dynamics</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that when you sing without accompaniment it is called 'A Cappella'.</li> <li>To know that harmony means playing two notes at the same time that usually sound good together.</li> <li>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.</li> <li>To know that 'performance directions' are words added to musical notation to tell the performers how to play.</li> </ul>	<p><b>Samba and carnival sounds and instruments</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	<p><b>Adapting and transposing motifs</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>
<b>Computing</b>		<p><b>iprogram (unit 1)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts.</li> <li>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>To develop computational thinking and create programs with scratch.</li> </ul>	<p><b>isafe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> <li>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>idata</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To explore data representation with databases.</li> </ul>		<p><b>ilearn AI</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore the machine learning process and discover how AI systems are trained and learn from examples.</li> <li>To learn about the potential of AI and its limitations.</li> <li>To train machine learning models and create their own AI systems.</li> <li>To use logical reasoning to explain how some simple algorithms work.</li> <li>To select, use and combine a variety of software.</li> </ul>
<b>RSE</b>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>Get up!</li> <li>The Sacraments</li> </ul>	<p><b>Me, my body, my health</b></p> <ul style="list-style-type: none"> <li>We don't have to be the same</li> <li>Respecting our bodies</li> <li>What is puberty?</li> <li>Changing bodies</li> <li>Boy/Girl discussion groups</li> </ul>	<p><b>Emotional well-being</b></p> <ul style="list-style-type: none"> <li>What am I feeling?</li> <li>What am I looking at?</li> <li>I am thankful!</li> </ul> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>Life cycles</li> <li>A time for everything</li> </ul>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>Jesus, my friend</li> <li>Friends, family and others</li> <li>When things feel bad</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Sharing online</li> <li>Chatting online</li> <li>Safe in my body</li> <li>Drugs, alcohol and tobacco</li> <li>First aid heroes</li> </ul>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>A community of love</li> <li>What is the church?</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>How do I love others?</li> </ul>
<b>French</b>	<p><b>Portraits- describing in French</b></p>	<p><b>Clothes- getting dressed in French</b></p>	<p><b>French numbers, calendars and birthdays</b></p>	<p><b>French weather and water cycle</b></p>	<p><b>French food- miam, miam!</b></p>	<p><b>French and the Eurovision song contest</b></p>