

Year 4 Curriculum Plan

Autumn Term		Spring Term		Summer Term	
1 st Half Term (Sept/Oct) <u>TOPICS/THEMES</u> Egyptians	2 nd Half Term (Nov/ Dec) <u>TOPICS/THEMES</u> Fireworks	1 st Half Term (Jan/ Feb) <u>TOPICS/THEMES</u> Fantasy Lands	2 nd Half Term (March/ April) <u>TOPICS/THEMES</u> Romans	1 st Half Term (May/ June) <u>TOPICS/THEMES</u> Black History	2 nd Half Term (June. July) <u>TOPICS/THEMES</u> Living things
English – Main theme Science fiction/ fantasy	English – Main theme Action and Adventure Non Fiction – Guy fawkes Firework Poetry	English – Main theme Original fairy tale Non Fiction – report/ tourist leaflet	English – Main themes Play Scripts	English – Main themes Stories from other cultures Non Fiction	English – Main theme Stories with issues and dilemmas
<u>English – Reading</u> The Iron Man by Ted Hughes (1968) The Iron Man – Poems <u>Learning Objectives</u> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.	<u>English – Reading</u> <u>Class Novel</u> The Firework-Maker's Daughter by Philip Pullman (1995) <u>Learning Objectives</u> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Recognising some different forms of poetry (for example, free verse, narrative Poetry)	<u>English – Reading</u> <u>Class Novel</u> The Snow Queen by Hans Christian Andersen (1844) <u>Learning Objectives</u> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. Retrieve and record information from non-fiction. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes	<u>English – Reading</u> <u>Class Novel</u> How to Train Your Dragon by Cressida Cowell <u>Learning Objectives</u> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry (for example, free verse, narrative Poetry) Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<u>English – Reading</u> <u>Class Novel</u> Journey to Jo'burg by Beverley Naidoo (1985) Black History Non Fiction texts. <u>Learning Objectives</u> Retrieve and record information from non-fiction. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.	<u>English – Reading</u> <u>Class Novel</u> Woof! by Allan Ahlberg (1986) Dog in the Playgroud – Poetry Allan Ahlberg <u>Learning Objectives</u> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry (for example, free verse, narrative Poetry) Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.

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<p>English – writing composition</p> <p><u>Genres and writing tasks</u> Dairy entry Letters in character Character descriptions Creating a story with a historical setting. Newspaper articles</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot. Organising paragraphs around a theme</p>	<p>English – writing composition</p> <p>Action and Adventure Non Fiction – Guy fawkes Firework Poetry</p> <p><u>Genres and writing tasks</u> Diary entry Character and setting descriptions Letter writing Information Text – Guy Fawkes Poetry – Firework poems</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (for example, headings and sub-headings) Organising paragraphs around a theme</p>	<p>English – writing composition</p> <p>Original fairy tale Non Fiction – report/ tourist leaflet</p> <p><u>Genres and writing tasks</u> Fantasy lands stories Fairy tales Creating a fantasy story. Character and setting descriptions. Non Fiction text – writing a leaflet and report</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (for example, headings and sub-headings) Organising paragraphs around a theme</p>	<p>English – writing composition</p> <p>Science Fiction/ Fantasy Play Scripts</p> <p><u>Genres and writing tasks</u> Play scripts Character and setting descriptions Letter writing Diary entry Character and setting descriptions Newspaper articles Explanation text Instructions</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot.</p>	<p>English – writing composition</p> <p>Stories from other cultures Non Fiction</p> <p><u>Genres and writing tasks</u> Autobiography of MLK Non chronological reports about Black History Interviews Newspaper articles Character and setting descriptions Letter writing Diary entry</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (for example, headings and sub-headings) Organising paragraphs around a theme</p>	<p>English – writing composition</p> <p>Stories with issues and dilemmas</p> <p><u>Genres and writing tasks</u> Playscripts Stories with Issues and dilemmas. Poetry – Dogs and animals Newspaper articles</p> <p><u>Text Objectives</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition In narratives, creating settings, characters and plot.</p>
<p>English – SPaG</p> <p><u>Spelling</u> Homophones and near-homophones Words with silent sounds and letters Words from the Year 3 and 4 word list</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nounsand preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Apostrophes to mark plural possession Use of commas after fronted adverbials</p> <p><u>Grammar</u> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>English – SPaG</p> <p><u>Spelling</u> Prefixes Words from the Year 3 and 4 word list Possessive apostrophe with plural words The grammatical difference between plural and possessive -s</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nounsand preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Apostrophes to mark plural possession Use of commas after fronted adverbials</p> <p><u>Grammar</u> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>English – SPaG</p> <p><u>Spelling</u> Words with the /ei/ sound spelt ei, eigh, or ey Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words from the Year 3 and 4 word list</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nounsand preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Apostrophes to mark plural possession Use of commas after fronted adverbials</p> <p><u>Grammar</u> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>English – SPaG</p> <p><u>Spelling</u> Suffixes - ly Adding suffixes beginning with vowel letters to words of more than one syllable Words from the Year 3 and 4 word list</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nounsand preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. 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Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Apostrophes to mark plural possession Use of commas after fronted adverbials</p> <p><u>Grammar</u> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>English – SPaG</p> <p><u>Spelling</u> Words from the Year 3 and 4 word list – to be broken up and tested as spellings</p> <p><u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nounsand preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Apostrophes to mark plural possession Use of commas after fronted adverbials</p> <p><u>Grammar</u> Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>

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Count in multiples of 6, 7, 9, 25 and 1000.	Recall and use multiplication and division facts for multiplication tables up to 12 x 12.	Fractions Recognise and show, using diagrams, families of common equivalent fractions.	Decimals Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to	Measurement: Perimeter and Length Convert between different units of measure eg kilometre to metre.	Describe positions on a 2D grid as coordinates in the first quadrant.
Find 1000 more or less than a given number.	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m	Describe movements between positions as translations of a given unit to the left/ right and up/ down.
Count backwards through zero to include negative numbers.	Recognise and use factor pairs and commutatively in mental calculations.	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	Round decimals with one decimal place to the nearest whole number.	Geometry: Angles Identify acute and obtuse angles and compare and order angles up to two right angles by size.	Plot specified points and draw sides to complete a given polygon.
Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)	Multiply two digit and three digit numbers by a one digit number using formal written layout.	Add and subtract fractions with the same denominator.	Compare numbers with the same number of decimal places up to two decimal places.	Compare and classify geometric shapes, including quadrilateral s and triangles, based on their properties and sizes.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
Order and compare numbers beyond 1000.	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Time Convert between different units of measure, e.g. hour to minute.		Identify lines of symmetry in 2D shapes presented in different orientations.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Identify, represent and estimate numbers using different representations.	Find the area of rectilinear shapes by counting squares.	Read, write & convert time between analogue and digital 12 and 24 hour clocks.		Complete a simple symmetric figure with respect to a specific line of symmetry.	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Round any number to the nearest 10, 100 or 1000.		Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.			Convert between different units of measure [for example, kilometre to metre]
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.		Measurement: Money Solve simple measure and money problems involving fractions and decimals to two decimal places.			Find the area of rectilinear shapes by counting squares.
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.		Estimate, compare and calculate different measures, including money in pounds and pence.			
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.					
Estimate and use inverse operations to check answers to a calculation.					
Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why					

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<p><u>History - The Egyptians</u></p> <p><u>Investigating and interpreting the past</u></p> <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• 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. <p><u>Building an overview of World history</u></p> <ul style="list-style-type: none">• 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• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Understanding chronology</u></p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <p><u>Communicating historically</u></p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p><u>History - The Romans</u></p> <p><u>Investigating and interpreting the past</u></p> <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• 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. <p><u>Building an overview of World history</u></p> <ul style="list-style-type: none">• 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• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Understanding chronology</u></p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <p><u>Communicating historically</u></p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p><u>History</u></p> <p><u>Black History</u></p> <p><u>Understanding chronology</u></p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <p><u>Communicating historically</u></p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past		
<p><u>Geography - Watch Out We're about ! Leeds and Otley local area</u></p> <p><u>Investigating places</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location.• Explain own views about locations, giving reasons.• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.• Use a range of resources to identify the key physical and human features of a location. <p><u>Investigating patterns</u></p> <ul style="list-style-type: none">• Describe how the locality of the school has changed over time. <p><u>Communicating geographically</u></p> <ul style="list-style-type: none">• Human geography, including: settlements and land use.• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world <p>Geography - The River Nile</p>		<p><u>Geography - Whitby</u></p> <p><u>Investigating places</u></p> <ul style="list-style-type: none">• 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.• Use a range of resources to identify the key physical and human features of a location. <p><u>Investigating patterns</u></p> <p><u>Communicating geographically</u></p> <ul style="list-style-type: none">• Human geography, including: settlements and land use.• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		
<p><u>Science - Animals including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Science - Electricity</u></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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>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>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>Science - States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><u>Science - Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>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 sound source increases.</p>	<p><u>Science - Living things and their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>

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Art Human form - sketching figures. Link with science topic on humans. <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <u>Mastering techniques</u> 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.	Art Jackson Pollack W. Kandinski Link with Firework Makers Daughter <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <u>Mastering techniques</u> <u>Painting</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <u>Taking inspiration</u> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others	Art Hundertwasser - creating imaginary worlds. <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <u>Mastering techniques</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <u>Taking inspiration</u> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others	Art Roman Mosaics <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <u>Mastering techniques</u> <u>Print</u> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns	Art Making Roman Shields <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.	Art Sculptures - Andy Goldsworthy <u>Developing ideas</u> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <u>Mastering techniques</u> <u>Sculpture</u> Create and combine shapes to create recognisable forms (e.g. 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 <u>Taking inspiration</u> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others
Computing Presenting Link with Egyptians PowerPoint <u>Communicating Learning Objective</u> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally	Computing E Safety <u>Connecting Learning Objectives</u> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work	Computing Art package Link with Art Hundertwasser - creating imaginary worlds. Revelation Natural Art/Paint <u>Draw Learning Objective</u> • Control the shade of pens	Computing Scratch <u>Control Learning Objective</u> Use IF THEN conditions to control events or objects <u>Sensing Learning Objective</u> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions)	Computing Data Handling - Link with science and maths <u>Collecting Learning Objective</u> Devise and construct databases using applications designed for this purpose in areas across the curriculum	Computing Manipulating Sounds - Garage band <u>Sound Learning Objective</u> Create and edit sounds. Control when they are heard, their volume, duration and rests
DT Making a smoothie - keeping healthy <u>Practical Skills</u> Food • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)		DT - Pop up books <u>Materials</u> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. <u>Taking inspiration</u> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work		DT Making a torch - link with science electricity <u>Electronics</u> • Create series and parallel circuits <u>Taking inspiration</u> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work	DT Textiles Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.

Year 4 Curriculum Plan

<u>R.E</u> How are important events remembered?		<u>R.E</u> What words of wisdom can guide us?	<u>R.E</u> What do creation stories tell us about the world?	<u>R.E</u> What faiths make up our community?	
<u>P.E.</u> <u>Games Year 4 - Ball skills Netball.</u> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	<u>P.E. Dance</u> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	<u>P.E. Gymnastics</u> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely	<u>P.E.</u> <u>Outdoor and adventurous activities</u> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.	<u>P.E.</u> <u>Games Year 4 - Ball skills Football</u> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	<u>PE</u> <u>Athletics Year 4</u> run consistently and smoothly at different speeds demonstrate different combinations of jumps, showing control, coordination and consistency throw a range of implements into a target area with consistency and accuracy recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action identify and record when their body is cool, warm and hot recognise and record that their body works differently in different types of challenge and even carry out stretching and warm-up activities safely watch and describe specific aspects of running, jumping and throwing styles suggest, with guidance, a target for improving distance or height
<u>Jigsaw</u> Being me in my world	<u>Jigsaw</u> Celebrating differences	<u>Jigsaw</u> Dreams and goals	<u>Jigsaw</u> Healthy Me	<u>Jigsaw</u> Relationships	<u>Jigsaw</u> Changing me
<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	<u>Music</u> Class Instrument - Ukulele <u>Performing Learning Objectives</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Transcribing music</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <u>Key stage Singing</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.

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<u>Visits/ Trips/ Residential/</u> <u>Special days!</u> Bagshaw Museum - Ancient Egypt	<u>Visits/ Trips/ Residential/</u> <u>Special days!</u> Panto -Snow White - Harrogate	<u>Visits/ Trips/ Residential/</u> <u>Special days!</u>	<u>Visits/ Trips/ Residential/</u> <u>Special days!</u> World Maths Day - March	<u>Visits/ Trips/ Residential/</u> <u>Special days!</u>	<u>Visits/ Trips/ Residential/</u> <u>Special days!</u>
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