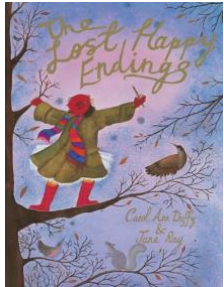
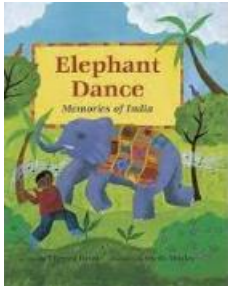
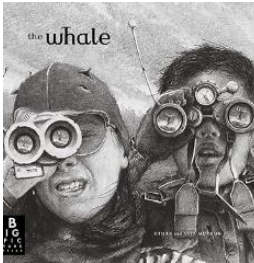
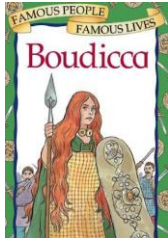
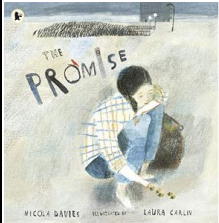
 YEAR 4 2023-2024	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	The Ancient Greeks	The Ancient Greeks	India	India	The Romans	The Romans
LITERACY	<p>Narrative:</p> <p>Different versions of Greek Myths</p> <p>Non-Fiction: Instructions</p> <p>Greek Recipes</p> <p>Instructions for Greet pots</p> <p>Reading</p> <p>Odysseus</p> <p>The King who banned the dark</p>	<p>Narrative:</p>  <p>The lost Happy endings by Carol Ann Duffy</p> <p>Non-Fiction: Non-chronological report.</p> <p>Using a variety of information books about the Greeks</p> <p>Reading</p> <p>Percy Jackson and the lightning thief.</p> <p>Winter poetry</p>	<p>Narrative: Stories from other cultures</p>  <p>Elephant Dance</p> <p>Jamil's clever Cat</p> <p>Non-Fiction: Instructions</p> <p>How to make a moon buggy (link DT)</p> <p>Reading</p> <p>The Snake Charmer- Traditional Indian tale</p> <p>Grandpa Chatterji</p> <p>When the Mountains Roared- Jess Butterworth</p>	<p>Narrative: The Whale</p>  <p>Reading</p> <p>Habitats</p> <p>Poetry from Wild in the Streets</p> <p>Poetry from Wild World</p> <p>Why the Whales came- Michael Morpurgo</p>	<p>Narrative: Stories with historical settings and recount</p>  <p>Boudicca</p> <p>Non-fiction: Explanations</p> <p>When I met Dudley</p> <p>Reading</p> <p>The Fatal fire- Terry Deary</p> <p>The Captive Celt- Terry Deary</p>	<p>Narrative: Stories with Dilemmas</p>  <p>The Promise by Nicola Davies</p> <p>Non-fiction: Persuasive Texts</p> <p>Persuasive leaflets</p> <p>Reading</p> <p>Game Changers</p> <p>The Girl Who Stole and Elephant- Nizrana Farook</p>

<p>MATHS</p>	<p>WHITE ROSE</p> <p>Number: Place Value</p> <p>Number: Addition and subtraction</p>	<p>WHITE ROSE</p> <p>Number: Addition and subtraction</p> <p>Measurement: Perimeter</p> <p>Number: Multiplication and division</p>	<p>WHITE ROSE</p> <p>Number: Multiplication and division</p> <p>Measure: Area</p>	<p>WHITE ROSE</p> <p>Number: Fractions</p> <p>Number: Decimals</p>	<p>WHITE ROSE</p> <p>Number: Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Number: Statistics</p>	<p>WHITE ROSE</p> <p>Geometry: Angles and 2D shapes</p> <p>Geometry: position and direction</p>
<p>SCIENCE</p>	<p>States of matter</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>Electricity</p> <p>Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.</p> <p>Draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</p>	<p>Living Things and their Habitats</p> <p><i>Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, (plants, animals & micro-organisms).</i></p> <p><i>The children explore food chains and webs and how plants and animals adapt to their environment.</i></p> <p><i>They learn how to read and construct identification keys.</i></p>	<p>Animals including Humans</p> <p><i>Children are Introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions</i></p>	<p>Sound</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 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>Living things and their Habitats</p> <p>Children should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Children should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Children could begin to put vertebrate animals</p> <p>into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Children can recognise that environments can change and that this can sometimes pose dangers to living things, for example, the positive effects of nature reserves,</p>

						ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation
HISTORY					<p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries and infer from examining and comparing sources. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. (Position on a time line to help promote understanding of chronology) • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, 	

					<p>along with evidence, on a time line.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>	
GEOGRAPHY	<p>Ancient Greece: study of Greek life & achievements and their influence on the western world</p> <p>Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities.</p> <p>Use maps atlases globes & digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Ancient Greeks want these?)</p>	(history focus)	<p><u>Investigate a Contrasting Locality (India)</u></p> <p>Investigate Places</p> <ul style="list-style-type: none"> • Use maps atlases, globes and digital/computer mapping to locate countries and describe features. • Re-identify continents and oceans before homing in on Asia • Locate and name key waters around India and use 8-point compass to talk about and discuss the position of places • Generate basic maps and position key features such as river (Ganges, Indus) mountains (Ghats plus Himalayas N of India) and human features such as Taj Mahal • Use relief map/ climate data to recognise the similarities and differences in weather dependent on relief and position in the country 	<p><u>Investigate Local Places (Beeston)</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features using a range of methods including sketch maps, plans and maps and digital technologies. • Use a range of resources to identify the key physical and human features of a location. <p><u>Communicate geographically (Beeston)</u></p> <ul style="list-style-type: none"> • Describe key aspects of physical geography and human geography including settlements and land use. <p>Use the 8 points of a compass, four figure grid references, symbols and keys to communicate knowledge and the wider world.</p>	History Focus	

			<ul style="list-style-type: none"> Research geographical data on India through research data base and action-aid website. Describe geographical similarities and differences between countries. 			
RE	<u>Christianity</u> What do I think about Jesus and how is he portrayed in art from around the world?	<u>Hinduism</u> How do Hindus view God and how is Diwali celebrated?	<u>Christianity</u> What is my point of view about God and why do people have faith?	<u>Christianity</u> How can I understand different Easter concepts?	<u>Judaism</u> How do Jews demonstrate their faith through their communities?	<u>Free Choice Unit</u> <i>What is the Baha' I faith?</i>
COMPUTING	<u>My Online Life</u> My Digital Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services. It takes an holistic approach to each of the different elements of their online lives. The resources included in this module are aimed at stimulating classroom discussions about certain situations that may arise when online and to get the children to think critically about their online lives.	<u>Dinosaurs</u> Children will be able to use a variety of filming techniques to create their own short clip that they have planned using a storyboard. They will begin to understand the use of green screens and the additional affects these have on filming.	<u>Hour of Code</u> Children will be able to use a variety of filming techniques to create their own short clip that they have planned using a storyboard. They will begin to understand the use of green screens and the additional affects these have on filming.	<u>Real or Fake</u> Fake news has become commonplace in society and children are very much part of those who are reading fake news on a daily basis. This module will aim to make them aware of Fake News, give them the skills to consider each piece of news they read on its own merits and decide what is real or fake.	Endangered animals The children will learn research skills, create illustrations and posters to raise awareness of our planet's endangered species. They will produce a class film about making small changes.	<u>Games Designed</u> The children will learn all about the career of a Games Designer. They will play games, write reviews and then design and prototype their own game. Finally they will pitch their game idea to the class.
ART AND DESIGN	Sculpture (clay) Greeks <u>Y4 Sculpture (clay) Greek Pottery</u> <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. 	DT focus	(DT focus)	Painting <ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. 	Roman Mosaics <u>Y4 Collage – Roman mosaics</u> <ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. 	(DT focus)

	<ul style="list-style-type: none"> • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. 			<ul style="list-style-type: none"> • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	
DESIGN TECHNOLOGY	<p><u>Food technology</u></p> <p>Prepare and cook a variety of savoury dishes using a range of techniques. (Greek food)</p> <ul style="list-style-type: none"> - Investigate ingredients - Create recipe - Make recipe - Taste and evaluate 	<p><u>Shell structures (3- D boxes and buildings</u></p> <ul style="list-style-type: none"> • Disassemble products to understand how they work. (boxes brought in from home) • Identify shapes in Greek designs- pillars and prisms • Improve upon existing designs, giving reasons for choices. • Investigate how to strengthen and stiffen shapes used to create Greek buildings • Paired/group building of Greek columns/ prisms to create Greek-style buildings • Design and make own box (shell structure) as 	<p><u>Food technology</u></p> <p>Prepare and cook a variety of savoury dishes using a range of techniques. (Indian food)</p> <ul style="list-style-type: none"> - Investigate ingredients - Create recipe - Make recipe - Taste and evaluate 		<p><u>Textiles (Roman pouch/ purse)</u></p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques • Design and make own purse (textiles) <ul style="list-style-type: none"> -design -join seams with appropriate stitching -consider how make it for for purpose -evaluate finished design signposting modifications learnt on the D.T. journey. 	

		gift box for Christmas present -design -strengthen -make it fir for purpose -decorate for purpose -evaluate				
MUSIC	Groovy Greeks – composing battle scene	Christmas Carols	Indian Raga and Tala	Singing Focus – Easter Show	Edsential First Access (violins)	(cont)
PHYSICAL EDUCATION	Invasion Games (Hockey)	Gymnastics/Dance	Net and Wall Gymnastics	Net and Wall (Volleyball) OAA	Athletics	Striking and Fielding (Cricket)
PSHCE Heartsmart	PSHE Heart smart Get Heart smart	PSHE Heart smart Don't forget to let love in!	PSHE Heart smart Too much selfie isn't healthy.	PSHE Heart smart Don't hold on to what's wrong!	PSHE Heart smart Fake is a mistake	PSHE Heart smart No way through, isn't true
Other opportunities						