

Year 4

Art and Design

Learn to use drawing to develop and share their ideas, experiences and imagination.

Grades of pencils. Building on textures.

Materials; use of graphite sticks, grades of pencils, crayons, chalks, wax crayons, pastels and charcoal.

Learn to use sculpture to develop and share their ideas, experiences and imagination

Folding, tearing, paper sculptures, abstract, clay.

Dying textiles and embroidery.

Continue the use of sketch books for art work.

Learn to develop a wide range of art and design in

Using texture, line and form.

(Richard Long, Makintosh)

D and T

Making a moving vehicle

Design– design an appealing product that is fit for purpose.

Make– select from and use a wider range of tools for cutting, shaping, joining and finishing.

Evaluate– evaluate own ideas/products, peer evaluation.

Technical Knowledge– use mechanical systems in their products (gears, pulleys, cams, levers and linkages).

Cooking and Nutrition– prepare and cook savoury dishes using a range of cooking techniques.

M.F.L

- listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Computing

Focus on basic skills at the start of the year

Unit 4.1 We are Software Developers

Unit 4.2 We are Toy Designers

Unit 4.3 We are Musicians

Unit 4.4 We are HTML editors

Unit 4.5 We are Co-authors

Unit 4.6 We are Meteorologists

Science

Living things and habitat– identify different classification;

see how habitats can affect these

Animals– food chains, digestive system, teeth

Materials– solids, liquids and gases; evaporations and condensation

Sound– associate with vibrations, volume and pitch of sound

Electricity– simple series and circuits

P.E

During a Games situation I can jump, throw, balance, catch and coordinate my movements with increasing purpose and accuracy.

In Dance I can create and perform a routine giving feedback to peers and self.

In Gymnastics I can sequence a range of movements with a clear start and end.

I am beginning to develop strategies for attack and defence.

R.E

Why is Jesus important to some people?

Why are festivals important to religious communities?

Why do some people think that life is a journey?

What significant experiences mark this?

What does it mean to be a Hindu in Britain today?

What can we learn from religions about deciding what is right and wrong?

Music

Sing, use chants and rhyme with more complex songs using expression

Play musical instruments including percussion and a range of tuned instruments

Call and response, singing and playing noted clapping rhythms

Listen to music that is linked to topics and events including different cultures and traditions

Use staff notation and other musical notation

Geography

The United Kingdom

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,

Physical Geography

the water cycle, climate zones, biomes and vegetation belts, rivers

Human Geography

identify land use patterns of the local area and how it has changed over time

Maps and Field Work

use a range of devices such as maps, atlases, globes and digital/computer mapping to locate countries and describe features

History

The Roman Empire and its impact on Britain

The impact of technology, culture and beliefs.

Black history

Medical: i.e. Patricia Bath, Alexa Canady

Britain's settlement by Anglo-Saxons and Scots

Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture

