

Year 4

### Literacy - Hamilton and National Curriculum

Children will read a variety of fables, imaginative stories, biographies and learn about image poetry. The children will be continuing to develop their comprehension and reading skills, identifying themes, language and structure and asking questions to improve understanding. They will also be tested weekly on spellings and practice their handwriting. The children will assess the effectiveness of their own writing and suggest improvements. They will continue to proof read for punctuation and spelling errors.

### Maths - White Rose/Hamilton and National Curriculum

Children will be following the calculation policy for addition, subtraction, multiplication and division - using the column and bus stop methods Mental/arithmetic will be practised and used in class through counting and reciting times tables. The children will continue working on aspect of maths and developing further their skills of angles of shapes, and problem solving with time and money. They will continue to compare and classify 2D and 3D shapes - work with co-ordinates in two quadrants.

### Science - Living Things and Their Habitats

In this unit your child will explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.

### Science - Animals Including Humans

This unit focuses on the digestive system in humans and animals and the functions of teeth. Your child will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs

### Literacy - Hamilton and National Curriculum

The children will read the story of 'Beowulf' and learn about poems to perform, non-chronological reports and persuasive writing. They will study a range of texts to inspire creative writing. The children will continue to practice their handwriting skills and will be heard for guided reading as a group. The children will also be tested on their spellings weekly. The children will assess the effectiveness of their own writing and suggest improvements. They will continue to proof read for punctuation and spelling errors.

### Maths - White Rose/Hamilton and National Curriculum

Children will be following the calculation policy for addition, subtraction, multiplication and division - using the column and bus stop methods Mental/arithmetic will be practised and used in class through counting and reciting times tables. The children will continue working on aspect of maths and developing further their skills of angles of shapes, and problem solving with time and money. They will continue to compare and classify 2D and 3D shapes - work with co-ordinates in two quadrants.

### Science - Electricity

This unit is the first introduction to studying electricity in Key Stage 2. Your child will learn about what electricity is and how it was discovered. They will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.

### Science - Sound

This 'Sound' unit will teach your child will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. They will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter.

### Literacy - Hamilton and National Curriculum

We will be studying 'The Butterfly Lion' by Michael Morpurgo. The children will apply their growing knowledge of root words, prefixes and suffixes and continue to develop the skill of dictation. They will continue to practice their handwriting and will be heard for guided reading as a group. The children will assess the effectiveness of their own writing and suggest improvements. They will continue to proof read for punctuation and spelling errors.

### Maths - White Rose/Hamilton and National Curriculum

Children will be following the calculation policy for addition, subtraction, multiplication and division - using the column and bus stop methods Mental/arithmetic will be practised and used in class through counting and reciting times tables. The children will continue working on aspect of maths and developing further their skills of angles of shapes, and problem solving with time and money. They will continue to compare and classify 2D and 3D shapes - work with co-ordinates in two quadrants beginning to look at four quadrants.

### Science - States of Matter

This 'States of Matter' unit will teach your child about the differences between solids, liquids and gases, classifying objects and identifying their properties. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle.

### Science - Scientists and Inventors

In this unit your child will learn about the dangers posed to living in Madagascar, and Gerald Durrell's conversation efforts on the island. Your child will also learn about Alexander Graham Bell and his invention of the telephone. Your child will develop their scientific enquiry skills, making observations, predictions and conclusions

### Geography - Passport around the World

The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that, over time, children learn about places, where the places are and how they are connected. The children will study Africa in this topic they will take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.

### History - The Roman Empire

This unit teaches the children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. They will have the opportunity to learn about the British resistance of Boudicca; investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. Looking at Roman religion will be help the children to understand more about the culture and beliefs of Roman people.

### Art- Take a seat

We will be studying design of chairs. We will think about what makes a practical chair and how the style can be enhanced. As a result, we will make our own chairs following our design, taking inspiration from others. The children will design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.

### Geography - Somewhere to Settle

In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together.

### History - Crime and Punishment

This topic will develop children's chronological knowledge beyond 1066 through studying this aspect of social history. Children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

### Art- View Points

The children will explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream. They invent a number of characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative. They compare the ideas, methods and approaches used in their own and other artists' and print makers' work.

### Geography - Water

This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

### History - Ancient Egypt

This Ancient Egypt unit will teach in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods

### Art - Journeys

The children will explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

### **DT - Design and make Story Books**

The children will be learning about the mechanisms behind pop up books they will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes. They will practise these techniques and work together to create pop up books using our new skills. The children will investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### **RE - Come and See**

Domestic church family  
Baptism/confirmation belonging  
Advent/Christmas loving

During the autumn terms, we will be looking at the Bible and learning how to find references from the Bible. We will read stories from the Old and New Testament and consider what they mean in our lives

### **PE - Team Games/Athletics**

Year 4 will be taking part in games based learning; this enables the children to understand the concepts of rules and teamwork within invasion games before learning any skill-based activities. In athletics, children will concentrate on developing good basic running, jumping & throwing techniques. They are set challenges for distance and time that involve using different styles & combinations of running, jumping & throwing. As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy.

### **French - Languages - Twinkl Planit**

#### **All Around Town**

Children will be introduced to some typical French cities. They will learn how to describe places in a town, count to 100 and give their address in French.

#### **On the Move**

Children will learn to develop their conversation skills via topics such as transport, direction and movement.

### **DT - Design and make Money Containers**

In DT this term, the children will learn how to design and create a purse using the sewing techniques that we will develop from KS1. The children will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately and select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Finally testing out their product 'Is it fit for purpose?'

### **RE - Come and See**

Local church community  
Eucharist relating  
Lent/Easter giving

During the Spring terms, we will be learning about Jesus as the teacher. He is truly God and as a man, truly human. We will be beginning to understand why Jesus used parables to teach people and to learn parables that he used. We will be thinking about how Jesus saved our lives to take away our sins.

### **PE - Gymnastics/Dance**

Year 4 will be starting units on dance and gymnastics, specifically focussing on individual and group sequencing. Gym coach to move children through steps gymnastics to show progress and development of skills. In Liturgical dance, Year 4 will think about how they can link dance to our faith in Jesus Christ. They will perform dances using a range of movement patterns.

### **French - Languages - Twinkl Planit**

#### **Going Shopping**

Children will learn specific vocabulary of fruit, vegetables and clothes. They will be taught key phrases for asking questions needed when going shopping.

#### **Where in the World**

Children will learn key vocabulary related to countries/continents and animals. They will also learn specific vocabulary of places within the United Kingdom.

### **DT - Lighting it up**

The children apply knowledge about electric circuits that they have acquired in science in a purposeful way. They learn to design and make something that will shine light. The children will also need to consider what kind of lights are switched on and off by remote control. While many of the designing and making skills will be used, there will be two particular focuses. The children should be encouraged to define a set of clear specifications for the light by considering who will use it, and the conditions under which it might be used.

### **RE - Come and See**

Pentecost serving  
Reconciliation Inter-relating  
Universal Church world

During the summer terms, we will be learning about Jesus as the Saviour. God sent Jesus to save us. We will be thinking about how Jesus saved our lives to take away our sins. We will also study Pentecost and the start of the Church.

### **PE - Swimming - Team Games -Striking and Fielding**

Striking and Fielding games focus on two main skills, the striking and the fielding. The main objective for the striking team is to hit a ball or object into an open space in the playing area. The fielding team will attempt to return the ball or object before the striking team complete a run between 2 markers. This term Year 4 will be going swimming where the children will be taught to use a range of strokes effectively and swim competently, confidently and proficiently over a distance of at least 25 metres.

### **French - Languages - Twinkl Planit**

#### **What's the Time?**

Children will learn how to tell the time. They will learn how to read and answer simple questions about timetables and TV schedules.

#### **Holidays and Hobbies**

Children will learn key vocabulary relating to holidays, weather and season, sports and hobbies.

### Music - focus Singing/Composing

We will develop listening and analytical skills through listening to and discussing a variety of music. The focus will be on developing their individual and group performance skills by learning to play chords, introducing the difference between major and minor chords, in different ways and by adding a melody and then through this, to consolidate their understanding of the key elements of music, namely: rhythm, pulse, pitch, dynamics, tempo, duration and structure. The children will explore playing musical instruments with increasing accuracy, fluency, control and expression. The children will have opportunities to improvise and compose music for a range of purposes using the inter-related dimensions of music through graphic scores.

### Computing-Online Safety

In this unit, Year 4 learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.

### Computing - Word Processing

In this unit, children will learn about formatting images and organising content into an effective layout. The first lesson focuses on formatting images and making them suitable for a poster advertising a cake sale. Throughout the rest of the unit, children will learn new skills and techniques and apply them to creating a range of different word documents (posters, letters to parents, job rotas, recipe cards and e-vouchers) which they will use during the cake sale project.

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### Computing - Scratch: Questions and Quizzes

This unit follows up the earlier units on programming Scratch on a computer. In this unit, the children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.

### Computing - Animation

This unit teaches children the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. The lessons then compare a range of free animation software and children incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson.

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We will develop listening and analytical skills through listening to and discussing a variety of music. The focus will be on developing their individual and group performance skills by learning to play chords, introducing the difference between major and minor chords, in different ways and by adding a melody and then through this, to consolidate their understanding of the key elements of music, namely: rhythm, pulse, pitch, dynamics, tempo, duration and structure. The children will explore playing musical instruments with increasing accuracy, fluency, control and expression. The children will have opportunities to improvise and compose music for a range of purposes using the inter-related dimensions of music through graphic scores.

### Computing-Programming Turtle Logo

This Programming Turtle Logo unit will teach children how to create an algorithm to program a procedure. Children are reminded of the basic commands and how to repeat alongside a variable. The children are then shown how to program their own procedures, use colour and set the position of the turtle using coordinates. In the concluding lesson, they use the arc command to create patterns using different shapes and randomly selected colours, which they are encouraged to share with the rest of the class.

### Computing- Using and Applying

In this unit, Year 4 will use and apply the skills that they have learnt in Computing over the course of the year. They will select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.