

Keresforth Primary School

Year 4

	Autumn Term	Spring Term		Summer Term	
	1&2 Class name (first 2 weeks) Tudors	3 Sheffield Locational	4&5 ANCIENT GREECE And MODERN GREECE	6 Egyptians	
History	- Know how the War of the Roses led to the first Tudor King. - Know who King Henry VIII was and why he broke with Rome. - Know why Queen Mary I was considered to be a 'bloody' monarch. - Know who Queen Elizabeth I was and why she did not believe in marriage - Know who Mary Queen on Scots was and the dangers she had towards the throne. - Know why Phillip II ordered the Spanish to attack England and why it failed.	-research what life was like for steel workers over the years: https://www.mylearni ng.org/stories/a-day-in-the-life-of-a-young-sheffield-steel-worker/312	- Describe what have the Ancient Greeks got to do with us - Research when Ancient Greece was and their empire - Locate and compare and contrast city states. - Learn about Greek mythology, gods/goddesses and stories. - Learn about the Olympics (Ancient and Modern). - Understand what it was like to live in Ancient Greece - Understand what it was it like to live in Modern Greece. Maths- Timelines, angles of buildings/statues including heights and weights, Greek number system, giving directions using compass points, planning a journey using time tables English- Non-chronological reports about Gods and Goddesses, life in Ancient Greece, diaries, letters, biographies, persuasive to visit Greece.	- Describe what have the Ancient Egyptians got to do with us - Research when Ancient Egypt was - Locate, compare and contrast Ancient Egypt with modern Egypt - Learn about Egyptian mythology, gods/goddesses and stories. - Learn about the pharaohs and Egyptian society. - Understand what it was like to live in Ancient Egypt Maths - Measurements- weight, length, capacity, volume, time, distances between places in Egypt, distances between Egypt and us and convert between metric units as well as miles and km – linking with compass points and direction,	

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				measuring the length of the Nile – using string and the scale calculate the actual length and then compare these lengths to other well-known rivers Money- Currency and exchange rates, costs of trips to and from places in Egypt, plan a journey looking at timetables for flights Time- time lines English - biographies (Howard Carter), Diary entries, non-chronological reports based on Gods and Goddesses
Geography		• Locate Sheffield and their school on a map • identify physical features of Sheffield using a map • identify human features of Sheffield using a map • describe the landscape of Sheffield City Centre • geographical similarities and differences through the study of human and physical geography of a region	-locate Greece on a map and label key features (human and physical) -explore the climate in Greece -explain why Greece is a popular tourist destination. Maths- Timelines, angles of buildings/statues including heights and weights, Greek number system, giving directions using compass points, planning a journey using time tables English- Non-chronological reports about Gods and Goddesses, life in Ancient Greece, diaries, letters, biographies, persuasive to visit Greece.	To understand the importance of the River Nile in Ancient Egypt To give examples of the natural resources provided by the Nile. Maths - Measurements- weight, length, capacity, volume, time, distances between places in Egypt, distances between Egypt and us and convert between metric units as well as miles and km – linking with compass points and direction, measuring the length of

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			of the United Kingdom, a region in a European country, and a region within North or South America • use a key to record types of land use – compare and contrast with other countries in the world – climate change link • tell you about the human geography of Sheffield; • tell you what planning is needed for a trip in the UK. Maths- create venn diagrams to sort during comparing lessons, data handling – feature finding, money. English- NC report about landmarks, persuasive texts to visit Sheffield.		the Nile – using string and the scale calculate the actual length and then compare these lengths to other well-known rivers Money- Currency and exchange rates, costs of trips to and from places in Egypt, plan a journey looking at timetables for flights Time- time lines English - biographies (Howard Carter), Diary entries, non-chronological reports based on Gods and Godesses
Science	Animals, including humans • Describe the simple functions of the basic parts of the digestive system in humans.	States of Matter • compare and group materials together, according to whether they are solids, liquids or gases	Electricity • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or	Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear	Living Things and their Habitats • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify

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	- Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey. English – Diary entry of a part/organ of the human digestive system. Fact-file on teeth and their functions. Persuasive text convincing people to eat healthy/brush their teeth. Documentary about teeth/digestive system. Poetry on teeth/digestive system. Maths – Measurements – volume of liquids used when investigating decay of teeth. Pie chart about the percentage of each type of nutrition needed to be healthy for a human.	- 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. English – explanation of the water cycle. Poem about the difference between solids, liquids, gases. Diary entry of what has happened to something when it has been heated or cooled in an investigation. Non-chronological report about states of matter. Maths – Venn diagram of solids, liquids and gases.	not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. English – persuasive piece to convince someone to buy something which is a really good conductor/insulator and why. Explanation piece about circuits and what makes up a circuit. Biography of Thomas Edison. Design/write instructions for a game involving electricity. Maths – Bar chart of good insulators/conductors. Venn diagram/Carroll diagram – what is a good insulator/conductor – both?	- find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. English – poem about sound Explanation piece about what causes sound and why. Design and write instructions to make a musical instrument. Maths – line graph – pitch/vibration. Bar chart – which sounds have less vibrations/lower pitch etc.	and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. English – explanation of life cycles. Persuasive letter on looking after the environment. Non – chronological report about animals in their habitats. Maths – data handling – line graph of how many animals have died in a certain habitat over the years Sorting animals based on their classification – Venn/Carroll diagram
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		Line graph – the higher the temperature, what happens to the rate of evaporation?				
Art	<u>Formal Elements of Art:</u> - To create sketchbooks to record their observations and use them to review and revisit ideas. - To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketchbooks to record their	DT Focus	<u>Art and design skills:</u> - Produce creative work, exploring their ideas and recording their experiences. - Evaluate and analyse creative works using the language of art, craft and design. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form. - To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. - About great artists, architects	DT Focus	DT Focus	<u>Every picture tells a story:</u> - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Sculpture:</u> - Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Improve their mastery of art and design techniques, including weaving. - Learn about great artists, architects and designers in history.

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	observations and use them to review and revisit ideas.		and designers in history. To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.			- Become aware of the work of well-known artists. - Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including weaving.
DT	N/A - Art Focus	DT [Cooking and nutrition] Year 4: Adapting a recipe Working within a design brief. Following but adapting a recipe. Preparing food hygienically. Discuss flavours identified. Understanding the costs behind professional food preparation. Understanding the factors that contribute to product design. Maths – Measurements, following instructions and problem solving.	N/A - Art Focus	DT [Mechanisms] Battery Powered Moving Vehicles Year 4: Slingshot cars. - Developing designs using the views of others to improve them. - Using nets and tabs to design and make a car body. - Measuring, marking, cutting and assembling accurately. - Testing products in time trials. - Understanding component names (Chassis, axle.etc) - Understanding how car body shape can impact	DT [Textiles] Year 4: Fastenings - Writing design criteria for a product, articulating decisions made - Designing a personalised Book sleeve - Making and testing a paper template with accuracy and in keeping with the design criteria - Measuring, marking and cutting fabric using a paper template - Selecting a stitch style to join fabric, working neatly sewing small neat stitches - Incorporating fastening to a design - Testing and evaluating an end product against the original design criteria - Deciding how many of the criteria should be met for the	N/A - Art Focus

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		Money – looking at the costs of food. English – Writing and adapting their own recipe. Creating a pamphlet about preparing food hygienically and why it is important.		speed. (air resistance) Maths – Recording data, predictions, measurements, shapes and problem solving. English – Writing instruction about how to make the product. Create a poster to advertise the product.	product to be considered successful • Suggesting modifications for improvement	
PE	<u>Fundamental Movement Skills</u> 1. Try several times if at first you don't succeed. Move with fluency and control in different directions and at different speeds. Play 'Footwork Games'. 2. Know where you are with your learning. Move with fluency and control in zig-zag patterns and at different speeds. Play 'Follow The Leader'. 3. Cope well and react positively when things become difficult. Move with fluency and control in zig-zag	<u>Fundamental Movement Skills</u> 1. To set our own Personal Best at a variety of challenges. To praise others. 2. To jump with a half turn. To jump across stepping stones with a half turn. To help and praise others. 3. Jump forwards and backward in a fluent sequence. To co-operate with others. 4. Jump forwards and backward in a fluent sequence.	<u>Gymnastics</u> 1. Travel with accurate, fluid movements. Perform a range of skills with some control and consistency. 2. Travel with fluency and control using the hand apparatus. Perform and repeat longer sequences with clear shapes and controlled movement. 3. Travel with accurate, fluid movements. Perform a range of skills with some control and consistency.	<u>Fundamental Movement Skills</u> 1. To set our Personal Best scores for various challenges. Say how our bodies feel before, during and after exercise. 2. Roll and bounce a ball, chase it and let it go through my legs before collecting it in a balanced position. Play 'Timing Through Cooperation'. Describe how and why my body changes during and after exercise. 3. Roll and bounce a tennis ball, chase it	<u>Fundamental Movement Skills</u> 1. Roll and throw a ball accurately with a partner. Compare your movements and skills with those of others. 2. Throw and catch a tennis ball accurately with a partner. Respond differently to a variety of tasks. 3. Strike a ball accurately to a partner. Link actions and development sequences that express my own ideas. 4. Throw and catch a ball against a wall. Select and link different movements together to fit a theme. <u>Tennis Skills</u>	<u>Athletics Skills</u> 1. Run with good posture. 2. Hop and jump with balance and control. 3. Throw the Foam Javelin for distance. 4. Run and jump over hurdles. 5. Hop, step and jump in the correct sequence. 6. Describe the effect of throwing from sitting, kneeling or standing. <u>Cricket Skills</u> 1. Bowl the ball underarm. 2. Batt the ball using the straight drive. 3. Catch the ball in a variety of ways.

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patterns, at different speeds and performing more complex moves. Play 'Mirroring And Matching'. 4. Move with fluency and control in zig-zag patterns, at different speeds and performing more complex moves. Play 'Mirror Challenge'. 5. Move with fluency and control in zig-zag patterns, at different speeds in a backwards direction. Play 'Select Footwork Patterns'. 6. Move with fluency and control in zig-zag patterns, at different speeds both backwards and sideways. Play 'Task Cards'. <u>Netball & Football Skills</u> 1. Understand and carry out various passes involved in the game. 2. Use the correct footwork and pivoting in a game situation. 3. Get free from a defender. 4. Defend our area.	To combine the jumps we've completed so far and any of your own. 5. To jump with a half turn on a bench. 6. To complete our Personal Best challenges to see if you've improved. <u>Dance</u> 1. Change direction whilst retaining the same front. 2. Move on pre-determined pathways. 3. Mirror a partner. 4. Contrast a partner. 5. Twisted shapes. Maths - Responding to instructions involving space and numbers. Recognising direction of movement. Measuring distances. Converting measurements into points. Understanding fractions. English – Describing own and others movements and movement patterns. Making comparisons.	4. Perform rolls with fluency and control. 5. Perform rotations with balance and control. 6. Perform partner rotations with balance and control. <u>Fundamental Movement Skills</u> 1. Set our personal best in the 'Quick off the Mark' challenge. Set our personal best in the 'Front Curling Game'. Perform a range of skills with some control and consistency. 2. React and catch a large ball dropped from shoulder height after two bounces and then one bounce. Perform a sequence of movements with some changes in level, direction or speed. 3. React quickly and catch a tennis ball dropped from shoulder height after one bounce. Link actions together so they flow.	and let it go through my legs before collecting it in a balanced position. Play 'Awareness Challenges'. Describe the basic fitness components. 4. Roll and chase a ball, and stop it with a variety of body parts. Play 'Develop Combinations (Ball)'. 5. Roll and bounce a ball, chase it and let it go through my legs before collecting it in a balanced position. 6. Try and beat our Personal Best challenge scores. <u>Tag Rugby Skills</u> 1. Hold the rugby ball in the correct way. Play simple dodging games holding the ball correctly. 2. Pass the rugby ball to a partner. Play passing games from standing still and moving positions. 3. Play 2 v 2 games. Pass the ball backwards.	1. Throw a tennis ball, using a forehand throw, accurately to a partner. Hit the ball back to our partner using the forehand shot. 2. Throw a tennis ball, using a backhand throw, accurately to a partner. Hit the ball back to our partner using the backhand shot. 3. Throw a tennis ball, using a forehand throw, accurately to a partner who should catch it before it bounces. Hit the ball back to our partner using a volley. 4. Hit the ball to our partner using a serve. Serve and start a rally between you and your partner. Maths - Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. English – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	4. Play small group cricket games.
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	5. Dribble to ball with control in a variety of situations. 6. Pass and receive the ball over a variety of distances. 7. Shoot with accuracy and power. Maths - Measuring different distances. Estimating length. Responding to direction of travel. Counting out equipment. Organising area to work in. English – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	4. React quickly and catch a tennis ball dropped from shoulder height after one bounce, balancing on one leg. Perform a range of skills with some control and consistency. 5. React and step across your body, bringing your hand across your body and catching a tennis ball after one bounce. Select and apply a range of skills with good control and consistency. 6. Complete our personal best challenges again (Quick off the Mark and Front Curling Game) to see if we have improved. Perform a variety of movements and skills with good body tension. Maths - Measuring different distances. Estimating length. Responding to direction of travel.	4. Use the tag rugby belts to play simple dodging games. Change direction quickly to evade a defender. 5. Compete in some simple Tag Rugby games. Compete fairly against others in various games and activities. 6. Compete in some simple Tag Rugby games. Compete fairly against others in various games and activities. Maths - Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. English – Describing own and others movements and movement patterns.	Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	
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			Counting out equipment. Organising area to work in. English – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.		
Music	Year 4 - Body and tuned percussion (Rainforests) Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together.	Year 4 - Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers. Maths –	Year 4 - Changes in pitch, tempo and dynamics (Rivers) Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time.	Year 4 - Haiku music and performance (Hanami festival) Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary.	Year 4 - Samba & carnival sounds and instruments (South America) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).	Year 4 - Adapting and transposing motifs (Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm.

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	Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure. Maths – Playing in time to a beat/rhythm. Counting musical notation. English – Evaluating different peer performances. Writing reviews.	Sorting similarities and differences between rock and other types of music. English – Research and creating a poster about rock music.	Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos. Maths – Counting in bars. Counting musical notation. English – Writing their own song/piece of music. Evaluating others songs.	Work as a group to create a piece of music. Perform a piece of music as part of a group. Maths – Counting in bars of music. Playing within a set time. English – Research and write a non-chronological report about the origin of Samba music.	Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break. Maths – Comparing different scaled dynamics. Counting in different bars of music. Creating patterns in music. English – Writing a description all about orchestra’s and their history.	Combine different versions of a musical motif and perform as a group using musical notation. Maths – Singing within two parts. Counting musical notation and beats within a rhythm. Layering vocals. English – Write a description and evaluation of a piece of music.
RE	<u>Christianity</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Judaism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Buddhism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?			

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	<u>Skills for year 4</u> -comment on connections between questions, beliefs, values and practices -describe the impact of beliefs and practices on individuals, groups and communities -describe similarities and differences within and between religions and beliefs. -gather, select, and organise ideas about religion and belief -suggest answers to some questions raised by the study of religions and beliefs -suggest meanings for a range of forms of religious expression, using appropriate vocabulary. -describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. -show understanding of the ways of belonging to religions and what these involve. -show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. -ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	<u>Skills for year 4</u> -comment on connections between questions, beliefs, values and practices -describe the impact of beliefs and practices on individuals, groups and communities -describe similarities and differences within and between religions and beliefs. -gather, select, and organise ideas about religion and belief -suggest answers to some questions raised by the study of religions and beliefs -suggest meanings for a range of forms of religious expression, using appropriate vocabulary. -describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. -show understanding of the ways of belonging to religions and what these involve. -show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. -ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	<u>Skills for year 4</u> -comment on connections between questions, beliefs, values and practices -describe the impact of beliefs and practices on individuals, groups and communities -describe similarities and differences within and between religions and beliefs. -gather, select, and organise ideas about religion and belief -suggest answers to some questions raised by the study of religions and beliefs -suggest meanings for a range of forms of religious expression, using appropriate vocabulary. -describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. -show understanding of the ways of belonging to religions and what these involve. -show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. -ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. -ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. -ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
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	-ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. -ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues		-ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. -ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues			
PSHE	<u>Relationships - VIPs</u> 1. Making Friends 2. Staying Friends 3. Is This a Good Friend? 4. Falling Out 5. Bullying 6. Anti-Bullying English – create an advert about bullying on ipads. Speaking and listening to peers. Use drama.	<u>Health and Wellbeing - Safety First</u> 1. New Responsibilities 2. Risks, Hazards and Danger 3. Under Pressure 4. Road Safety 5. Dangerous Substances 6. Stay Safe Online Maths – sorting substances into harmful and not harmful. Statistics about road safety. English – write instructions about staying safe. Create a poster. Speaking and listening to peers. Use drama.	<u>Living in the Wider World - One World</u> 1. Chiwa and Kwende 2. Chiwa’s Dilemma 3. Chiwa’s Dilemma 2 4. Chiwa’s Sugar 5. Chiwa’s World 6. Charity for Chiwa Maths – compare lives of others using diagrams and tables. English – write an explanation about climate change. Create a poster/advert about helping to stop climate change. Speaking and listening to peers. Use drama.	<u>Relationships – Digital Wellbeing</u> 1. The Digital World 2. Digital Kindness 3. Do I Know You? 4. Online Information 5. Keep it Private 6. My Digital Wellness	<u>Living in the Wider World - Money Matters</u> 1. Where does Money come from? 2. Ways to Pay 3. Lending and Borrowing 4. Priorities 5. Advertising 6. Keeping Track Maths – recognising coins and notes. Adding and subtracting money. Finding change. English – write an explanation about how to look after your money. Speaking and listening to peers. Use drama.	<u>Relationships - Growing Up</u> 1. Human Reproduction 2. Changes in Boys 3. Changes in Girls 4. Changing Emotions Relationships and Families 5. Where do I come from? 6. Periods (Extra lesson) Maths – sort changes in boys and girls. Compare changes in boys and girls. English – write a leaflet/explanation about the changes that happen to our bodies during puberty. Speaking and listening to peers. Use drama.
Computing	<u>The internet</u> To describe how networks physically connect to other networks	<u>Audio editing</u> To identify that sound can be digitally recorded	<u>Repetition in shapes</u> To identify that accuracy in programming is important	<u>Data logging</u> To explain that data gathered over time can be used to answer questions	<u>Photo editing</u> - To explain that digital images can be changed - To change the composition of an image	<u>Repetition in games</u> To develop the use of count-controlled loops in a different

All classes to have at least 1 hour of e-

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<i>safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing/iPad activities. They may be completed within PSHE assemblies where appropriate.</i>	- To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content	- To use a digital device to record sound - To explain that a digital recording is stored as a file - To explain that audio can be changed through editing - To show that different types of audio can be combined and played together - To evaluate editing choices made	- To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome	- To use a digital device to collect data automatically - To explain that a data logger collects 'data points' from sensors over time - To use data collected over a long duration to find information - To identify the data needed to answer questions - To use collected data to answer questions	- To describe how images can be changed for different uses - To make good choices when selecting different tools - To recognise that not all images are real - To evaluate how changes can improve an image	programming environment - To explain that in programming there are infinite loops and count-controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program - To design a project that includes repetition - To create a project that includes repetition
MFL	1: Animals and classroom instructions 2: Animals and a poem 3: Senor Romero's day out 4: Talk4Writing: learning a story	5: Parts of the body 6: Colours 7: Monsters! 8: Adjective agreements 9: The hungry monster 10: Food 11: Opinions about food 12: Goldilocks story Christmas: the snowman	13: Shopping for food and pronunciation 14: Numbers 1-15 revision and months 15: Numbers 1-31 and Spanish maths 16: Dates, birthdays and name days 17: Personal descriptions 18: Personal descriptions 2	19: Celebrity descriptions 20: Little red riding hood 21: Family Las Fallas festival	22: Possessive adjectives 23: Dictionary skills and pronunciation 24: Clothes 25: Clothes and colours 26: The hedgehog story 27: Talk4Writing and revision 28: Revision 29: Assessments 30: San Fermín festival project	
Opportunities for Visits	Anglo Saxon workshops Visits to Anglo Saxon workshops.		Visits to Kelham Island Sheffield city tours Sheffield Industry museum	Olympic themed day Theme day – visitor in to show artefacts from ancient Greece.		Explore local mountains and rivers using the local area.

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		Magna museum.		
Opportunities for outdoor learning	• Observing animal's habitats compare which animals would live at different times of the year • Close observations of wildlife • Creating houses during Anglo Saxon period • Creating food and having campfires • Making tools that would've been used during Anglo Saxon times.	• Patterns and textures clay art Andy Goldsworthy/James Brunt • Clay sculptures • Olympic games • Medusa art using woodland resources • Shadows throughout the day and compare- create line graphs/bar charts to show the movement.		• Mapping local areas and sketching maps • Locating countries understanding co-ordinates, orienteering, compass points • Explore environmental and man-made patterns including tessellations.