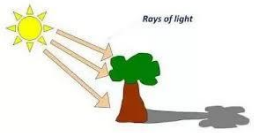
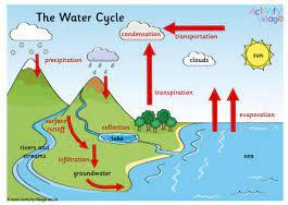
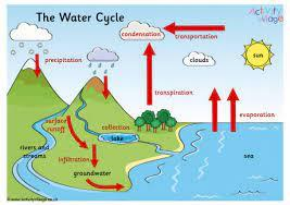
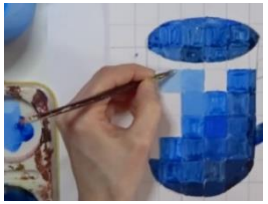
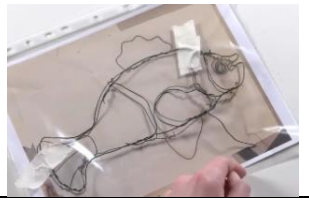
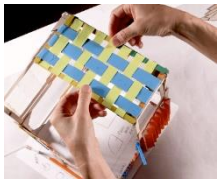
YEAR 4	AUTUMN 1 Exploring the Rainforest	AUTUMN 2 Children through the Ages	SPRING 1 Settlement	SPRING 2 Invaders and Settlers	SUMMER 1 Food Glorious Food	SUMMER 2 The Vikings
SCIENCE 2023-2024	<u>How does your garden grow? (Plants)</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed	<u>Light & Shadow</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.  	<u>Forces & Magnets</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating 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 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.	<u>States of Matter</u> Compare and group materials together, according to whether they are solids, liquids or gases 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.  <u>Scientific enquiry linked to previous learning</u>	

	formation and seed dispersal.				
SCIENCE 2024-2025	**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 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.	**Animals including Humans** Describe the simple functions of the basic parts of the digestive system in humans 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.	**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 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.	**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 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.	**States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases 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.  **Scientific enquiry linked to previous learning**

HISTORY	<u>How have children's lives changed? (Autumn 2)</u> Investigate the changes in children's lives through time. Children learn how children's spare time, health and work have changed. Explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact. 	<u>British history 3: How hard was it to invade and settle in Britain</u>? (Spring 2) *NC: Britain's settlement by Anglo-Saxons and Scots* Develop an understanding of why people invaded and settled. Learn about Anglo-Saxon beliefs and the spread of Christianity. Assess the contribution of the Anglo-Saxons to modern Britain. 	<u>Were the Vikings raiders, traders or settlers?</u> (Summer 2) *(builds on the chronology of settlements in Britain)*  Investigate whether the Vikings were raiders, traders or settlers. Explore why, when and how they came to Britain. Understand the consequences of the Anglo-Saxon and Viking struggle for Britain. Investigate Viking life. Extract and interpret information from sources.
GEOGRAPHY	<u>Why are rainforests important to us?</u> (Autumn 1) Develop an understanding of biomes, ecosystems and tropics. Map features of the Amazon rainforest and learn about its layers Investigate how communities in Manaus use the Amazon's resources. Discuss the global human impact on the Amazon Carry out fieldwork to compare and contrast two types of forest. 	<u>2023-2024</u> <u>Are all settlements the same?</u> (Spring 1) Explore different types of settlements, land use, and the difference between urban and rural. Describe the different human and physical features in their local area. Make land use comparisons with **New Delhi.**  <u>2024-2025</u> <u>What are rivers and how are they used?</u> Learn about rivers and their place in the water cycle.	<u>Where does our food come from?</u> (Summer 1) Look at the distribution of the world's biomes. Map food imports from around the world. Learning about trading fairly, Focusing on Côte d'Ivoire and cocoa beans. Exploring where the food for the children's school dinners comes from. Write a balanced argument of 'local versus global'.

			Name and locate the world's major rivers. Understand how rivers are used.			
PHSE	**Me and my Relationships** Explain what we mean by a 'positive, healthy relationship'. Give a lot of examples of how I can tell a person is feeling worried just by their body language. Say what I could do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.	**Valuing Difference** Say a lot of ways that people are different, including religious or cultural differences.  Explain why it's important to challenge stereotypes that might be applied to me or others.	**Keeping Safe** Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions.	**Being My Best** Give a few examples of different things that I do already that help to me keep healthy. Give different examples of some of the things that I do already to help look after my environment. 	**Growing and Changing** Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Explain why some people get married. 	**Rights and Respect** Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. Explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Discuss decisions and choices about spending money. Managing money *Enterprise*
ART	**Drawing: Power prints**		**Painting and mixed media: Light and dark**		**Sculpture and 3D: Mega materials**	

<table>
<tr><td></td><td colspan="2">Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.
  </td><td colspan="2">Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.
  </td><td colspan="2">Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.
  </td></tr>
<tr><td>DESIGN TECHNOLOGY</td><td colspan="2"><u>Structure: Pavilions</u>
 
Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.

<u>Textiles: Christmas DT week – Fastenings</u>
Sew an envelope shaped purse or wallet</td><td colspan="2"><u>Mechanical systems: Making a slingshot car</u>

Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.
  </td><td colspan="2"><u>Cooking and Nutrition: Adapting a Recipe</u>

Work in groups to adapt an existing biscuit recipe, whilst considering the cost of the ingredients and other expenses against a set budget.
  </td></tr>
<tr><td>COMPUTING</td><td><u>The Internet</u>

Apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</td><td><u>Creating media – Audio editing</u>

Examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones).</td><td><u>Creating media – Photo editing</u>
 
Develop an understanding of how digital images can be changed and edited using Pinta, and how they can</td><td><u>Repetition in shapes</u>

Use repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns.</td><td><u>Repetition in games</u>

Explore the concept of repetition in programming using the Scratch environment.</td><td><u>Data and info – Data logging</u>

Consider how and why data is collected over time. Consider the senses humans use to experience the environment and how computers can use special input devices called</td></tr>
</table>

			then be resaved and reused.			sensors to monitor the environment.
MUSIC	<u>Stop!</u> All the learning is focused around one song: Stop! - a rap/song about bullying. Learn about the interrelated dimensions of music through games, singing and composing	<u>Glockenspiel Stage 2.</u> Introduction to the learning about the language of music through playing the glockenspiel. Explore and develop playing skills through the glockenspiel.	<u>Mamma Mia.</u> Learning in this unit is focused around this one song. Musical Activities – explore the interrelated dimensions of music through: a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments and improvise with the Song.	<u>Lean On Me.</u> Learning is focused around one song: Lean On Me. Integrated approach to music where games the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<u>Blackbird</u> Listen to and learn about this song and others by The Beatles. Musical Activities - build on knowledge and understanding about the interrelated dimensions of music through warm-up games (including vocal warm-ups). Learn to Sing the Song, play instruments with the song and perform.	<u>Reflect, Rewind and Replay</u> Consolidation unit Revisit songs and musical activities. Look at the 'History of Music' and the beginnings of the Language of Music

R.E.	**How are important events remembered in ceremonies?**  Explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations. Consider how some festivals use light as a representation of hope, joy, remembrance and reflection.	**What faiths are shared in our community?** Learn about different places of worship in the local and wider community and their significance to believers. This unit will be enriched by visits to different places of worship where possible, or alternatively, visits from members of faith communities who will come into school to discuss what happens in their place of worship and why it is important to them.	**How do the five pillars of Islam guide Muslims through life?** Learn about Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad. Develop learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Learn about some key teachings and consider how these affect the values and lives of believers. Learn specific religious language related to Islam. 		**Why are Gurus at the heart of Sikh belief and practice?**  Explore the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. Link the significance of Sikh scripture, the Guru Granth Sahib, to ten Sikh gurus. Explore the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his experience of God and subsequent teachings about God and social justice. Look at the idea of Guru succession, which Guru Nanak instigated at the end of his life. Examines the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.	
P.E.	**Teacher Led P.E: (4 YEW) Hockey** Children will perform basic hockey skills. Children will increase their speed and endurance in game play. Children will develop tactics and	**Teacher Led PE: Basketball** Children will demonstrate basic skills such as dribbling, throwing, and shooting with increased confidence. Children will develop a range of ball handling skills.	**Teacher Led P.E:(4 ROW) Tag Rugby** Children will perform basic tag rugby skills. Children will increase speed and endurance in game play. Children will implement rules and develop tactics in	**Teacher Led P.E (4 YEW) Badminton** Children use forehand & backhand shots. Children explore and use different badminton skills. Children will practice some trick shots in isolation.	**Teacher Led PE: Athletics (x3)** Children will investigate different ways of completing running, jumping and throwing activities. Children will measure, time and compare runs, jumps and throws.	**Teacher Led PE (4 ROWAN) Cricket** Children will apply a range of cricket skills. Children will choose and use a range of simple tactics. Children will consolidate and

	apply them in competitive situations. **PPA P.E.: (4 ROWAN) Hockey** See above. **PPA PE: (4 ROWAN) Gymnastics** Children will become increasingly competent in performing skills. Children will use compositional ideas and sequences. Children will perform in time with a partner and group.	Children will use footwork rules in a game situation and explore basic marking skills.	competitive situations. **PPA P.E. (4 YEW) Tag Rugby** See above **PPA P.E.: (4 YEW) Gymnastics** Children will become increasingly competent in performing skills. Children will use compositional ideas and sequences. Children will perform in time with a partner and group.	**PPA P.E. (4 ROWAN) Badminton** See above **PPA PE: (4 ROWAN) Dance** Children will work to include freeze frames in routines. Children will practise and perform a variety of different formations in dance. Children will sequence actions to show "flow".	**OAA (x3)** Children will work well in a group with defined and understood roles. Children will plan and refine strategies to solve problems. Children will identify the relevance of and use maps, compass, and symbols. Children will identify what they do well and suggest what they could do to improve.	apply existing skills with consistency. **PPA P.E. (4 YEW) Cricket** See above **PPA PE: (4 YEW) Dance** Children will work to include freeze frames in routines. Children will practise and perform a variety of different formations in dance. Children will sequence actions to show "flow".
MFL Niveau Blanc	Teach silent consonant 's' in Paris. Learn new vocabulary: *Bonjour*, *Au revoir*,	Teach the exception to the rule with silent final consonant – 'ours'. Learn new masculine animal names and	Introduce feminine animal nouns. Explain that, in French, all nouns have a gender.	Grammar focus – learn adverbial phrases of place: *dans la mer, dans les bois.* Discuss French	Learn questions words and answers. Where is…? What is your favourite animal? Do you like…?	Learn new vocabulary that you might find in a garden. Learn about possessive

	madame, *monsieur*, *nounours*. Learn to say your name and ask '*What is your name*'. Learn more classroom phrases Revise numbers 0-10 and learn 11 and 12. Learn masculine animal names (nouns) and the indefinite article '*un*' plus the conjunction '*ou*'. un poisson 	the colours bleu, rouge, jeune et vert. Learn to ask 'What is there in the garden?'. *Dans le jardin, il y a un escargot et un ours.* Look at pictures of gardens in Paris. les Jardins du Trocadéro 	une abeille  une souris  Revise nouns and pronouns. Introduce the term 'cognate' – a word in one language related to the origin of a word in another i.e. *parc* or *café.* Practise using a speaking frame and a writing frame to help create sentences with correct syntax.	homophones *la mère/la mer.* Introduce feminine place names in Paris. la Place de la Concorde 	Revise grammatical terms: verbs, nouns (incl. plural form), pronouns, negative adverbs (*je n'aime pas…*) and elision – the omission of a sound or syllable when speaking (*c'est*). Learn more place names in Paris – (le, la and l'). L'Île de la Cité 	adjectives and gender: my = *mon, ma, mes;* your = *ton, ta, tes.* Understand the negative adverb and indefinite article rule: il n'y a pas ***de*** chaises or il n'y a pas d'arbres (elision when the noun starts with a vowel). Use a speaking frame to ask: What is there in the garden? And to answer: In the garden, there is or there is not….. Use the conjunction 'et' in their sentences.