

Year Four 2021-22								
	Autumn 1 (8 Weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)		
Topic	The Romans		Rio de Janiero		The Vikings			
Key Dates			World Book Day 03.03.21					
Experiences	<ul style="list-style-type: none"> Merton Park 		<ul style="list-style-type: none"> Samba band 		<ul style="list-style-type: none"> Yorvic Centre 			
Texts	The Thieves of Ostia		Journey to the River Sea		Iron Man			
Literacy	Non-Chronological Report Crime Report Persuasive Advert Narrative		Debate Narrative Explanation Text Non-chronological Report		Newspaper Report Diary Persuasive Letter Instructions			
Science	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 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. 	
History	<ul style="list-style-type: none"> Understand the concept of change over time. Create general timeline to show where period studied falls into within a longer timeline, detailed timeline of events and/or people of the period using dates and terms. Create different timelines following a theme. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest why certain events have happened and the effect of these. Suggest why certain people acted as they did and the consequence of those actions. 				<ul style="list-style-type: none"> Compare between 2 historical periods eg cooking, transport, work, weapons. Contrast between differences eg old/new, rich/poor, children/adults etc. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest why certain events have happened and the effect of these. Suggest why certain people acted as they did and the consequence of those actions. 			
Geography	<ul style="list-style-type: none"> Locate the countries of Europe using maps. Name and locate geographical regions, counties and cities of the United Kingdom. Identify some key physical/human characteristics within the geographical region. Settlements and land use. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 		<ul style="list-style-type: none"> Use maps and atlases Locate places in South America Physical characteristics – rivers Human and physical geography – land use. Human and physical geography – trade links and resource distribution. Human geography – settlement types and development of settlements. 		<ul style="list-style-type: none"> Locate the countries of Europe using maps. Name and locate geographical regions, counties and cities of the United Kingdom. Identify some key physical/human characteristics within the geographical region. Settlements and land use. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Explore how land use patterns change over time. Human and physical geography - trade links and resource distribution. 			

Art	<p><u>Sketching – Georgia O’Keefe</u></p> <ul style="list-style-type: none"> Use different hardnesses of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross- hatching to show tone and texture. <p><u>Sculpture – Roman Busts</u></p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials. Include texture that conveys feelings, expression or movement. 	<p><u>Collage – Rainforest</u></p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials. Include texture that conveys feelings, expression or movement. <p><u>Painting - Street Art</u></p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds, then add detail. Experiment with creating mood with colour. 	<p><u>Textiles – Viking Jewellery</u></p> <ul style="list-style-type: none"> Colour fabric Create weavings Quilt, pad and gather fabric 				
DT	<p><u>Roman Busts</u></p> <ul style="list-style-type: none"> Use research to develop a design. Design a product which is appealing, fit for purpose and fully functional. Develop design techniques e.g. sketch and label a design. 	<p><u>Carnival Floats</u></p> <ul style="list-style-type: none"> Use research to develop a design. Design a product which is appealing, fit for purpose and fully functional. Develop design techniques e.g. sketch and label a design. 	<p><u>Viking Long Ship</u></p> <ul style="list-style-type: none"> Use research to develop a design. Design a product which is appealing, fit for purpose and fully functional. Develop design techniques e.g. sketch and label a design. 				
Computing	<p><u>Key Skills</u></p> <p>Develop hand eye co-ordination with the mouse by:</p> <ul style="list-style-type: none"> Use the mouse to copy and paste to create repeating patterns independently. Copy graphics from a range of sources (e.g. Google/other documents) and paste it into a document for a purpose. Select the correct tool to format the size/width of a brush tool, or line etc. Hover with the mouse to resize a shape, image, or text box. Highlighting and using the correct keys to change font and letter size/colour. To be able to align my text using the left, right and centre tools within the word package independently. Choose and enter bullet points/ numbered points where appropriate. Change the page between landscape and portrait. Select ‘Save As’ and independently save a piece of work to the correct file. Use the A and A tools to change the size of text. <p>Develop key board and computer skills by:</p> <ul style="list-style-type: none"> To be able to use Ctrl C to copy and CTRL V to. Use the Ctrl and C keys to copy an image, or piece of text. Use the Ctrl and V keys to paste an image, or piece of text. Use Ctrl and [or] to change the size of text. Use the delete and back space keys to delete text independently. Right click to use the spell checker, for words underlined in red. Use Ctrl and S to save work. 		<p><u>Coding</u></p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 		<p><u>Robotics</u></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 		
PE	Badminton/Basketball Athletics	Dance Football	Gymnastics Athletics	Seated Volleyball Netball	Gymnastics Orienteering	Dance Rounders	
RE	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> We are learning to identify Hindu Gods. We are learning to investigate a Hindu God. We are learning the importance of the River Ganges to Hindus. We are learning to understand how Hindus show commitment to God. We are learning to explore a Hindu place of worship. We are learning to understand what Samsara means to Hindus. We are learning to understand what Karma means to Hindus. We are learning to understand what Moksha means to Hindus. We are learning what Diwali means to Hindus. We are learning to understand how Hindus celebrate Diwali. We are learning to explore the Hindu God, Lakshmi. We are learning to re-tell the story of Rama and Sita. 		<p>Sp1 – Understanding Christianity</p> <p>Unit 2A.4 Gospel - <i>What kind of world did Jesus want?</i></p> <ul style="list-style-type: none"> We are learning to understand what Christians do to try and make the world that Jesus wanted. We are learning to explore a Christian church. We are learning to explore church leaders. 	<p>Sp2 – Understanding Christianity</p> <p>Unit 2A.4 Gospel - <i>What kind of world did Jesus want?</i></p> <ul style="list-style-type: none"> We are learning to understand different Christian church services. PSHE – We are learning to understand how we can impact the world. We are learning to understand how the Christian word is spread. (Love of God and love of one and other.) We are learning to retell the parable of The Good Samaritan. 	<p>Su1 - Understand Christianity</p> <p>Unit 2A.6 – <i>Kingdom of God When Jesus left, what was the impact of Pentecost?</i></p> <ul style="list-style-type: none"> We are learning to understand what makes a good ruler. We are learning to understand what is meant by ‘The Kingdom of God’? We are learning to retell the story of Pentecost. We are learning to understand the significance of light to Christians. 	<p>Su2 - Understand Christianity</p> <p>Unit 2A.3 <i>Incarnation/God What is the trinity?</i></p> <ul style="list-style-type: none"> We are learning to understand the significance of water to Christians. We are learning to understand what baptism means to Christians. We are learning to explore the gospel of Matthew. We are learning to understand what is meant by the Holy Trinity. We are learning to understand the significance of the Holy Trinity to Christians. 	

Music	Charanga Scheme Mamma Mia	Charanga Scheme Glockenspiel	Charanga Scheme Stop!	Charanga Scheme Lean on Me	Charanga Scheme Blackbird	Charanga Scheme Reflect, Rewind and Replay
Spanish	Language Angels Scheme <u>Intermediate Level</u> Presenting myself	Language Angels Scheme <u>Intermediate Level</u> Family	Language Angels Scheme <u>Intermediate Level</u> Rooms in the house	Language Angels Scheme <u>Intermediate Level</u> At the cafe	Language Angels Scheme <u>Intermediate Level</u> The classroom	Language Angels Scheme <u>Intermediate Level</u> The Romans