

Year Four 2023-24										
	Autumn 1 (7 Weeks) INSET: Monday 4th Sept Tuesday 5th September - Friday 20th October	Autumn 2 (8 weeks) INSET: Monday 30th Oct Tuesday 31st October – Friday 22nd December	Spring 1 (5 weeks) Monday 8th January – Friday 9th February	Spring 2 (6 weeks) NSET: Monday 19th February Tuesday 20th February - Thursday 28th March	Summer 1 (6 weeks) May Day - Monday 6th May Monday 15th April – Friday 24th May	Summer 2 (7 weeks) INSET: Monday 22nd July and Tuesday 23rd July Monday 3rd June – Friday 19th July				
Topic	The Romans		Brazil		The Vikings					
Key Dates	Roman Library Talk 13.09.23		World Book Day	Yorkshire Wildlife Park	Viking Library Talk					
Experiences	<ul style="list-style-type: none"> Library Roman Talk 		<ul style="list-style-type: none"> Yorkshire Wildlife Park – 21th Mar 2024 Electricity – Electrician visit 		<ul style="list-style-type: none"> Library Vikings Talk Teeth – dentist/ oral hygienist visit 					
Texts	<p>Iron Man</p> <p>Additional Texts:</p> <ul style="list-style-type: none"> The Iron Man – Ted Hughes (sci fi, fable) Empire's End: A Roman Story- Leila Rasheed (historical) Meet the Ancient Romans-James Davies (NF Picture book) We Are the Romans: Meet the People Behind the History-David Long & Allen Fatimaharan (NF) 		<p>Journey to the River Sea</p> <p>Additional Texts:</p> <ul style="list-style-type: none"> The Great Kapok Tree- Lynne Cherry (picture book) There's a Rang-Tan in My Bedroom- James Sellick & Frann Preston-Gannon (picture book) Let's Save the Amazon by Catherine Barr & Jean Claude (NF Picture book) 		<p>Viking Boy</p> <p>Additional Texts:</p> <ul style="list-style-type: none"> The Vikings: Raiders, Traders and Adventurers!- Marcia Williams (non-fiction) Viking Voyages -Jack Tite (non-fiction) Arthur and the Golden Rope- Jo Stanton (picture book). 					
English	<p>Writing to entertain: Novel: Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount -Diary as a character from the text</p> <p>Poetry: Haiku and Tanka</p> <p>Writing to inform: Novel: Recount/news report-Linked to an event in the novel Wider curriculum: Summaries/ Non-chronological report-Based on key knowledge gained eg legacy of the Romans Biography- Using a significant figure from Roman history eg emperor</p> <p>Writing to persuade: Novel: Persuasive advert- Linked to knowledge gained from text eg becoming a gladiator</p>		<p>Writing to entertain: Novel: Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount-Informal letter describing an event in the text</p> <p>Writing to inform: Novel: News report-Linked to an event in the text (fire) Wider curriculum: Explanation-Based on learning about water cycle or how rivers are formed</p> <p>Writing to persuade: Wider Curriculum: Letter to government-Putting forward an argument either for or against allowing deforestation</p> <p>Writing to discuss: Wider Curriculum: Comparison -Similarities and differences between UK and Brazil or rich and poor standard of living in Rio de Janeiro</p>		<p>Writing to entertain: Novel: Character and setting description including similes Use of dialogue/dialogue verbs to show character</p> <p>Poetry: simile poems</p> <p>Writing to inform: Wider curriculum: Recount- First person account of a Viking on one of the journeys Summaries/non-chronological report- Based on key knowledge gained eg types of teeth and functions from science</p> <p>Writing to discuss: Wider Curriculum: Comparison -Summarise key points of different viewpoints about the same event eg a Viking invasion</p>					
Maths	<ul style="list-style-type: none"> Number - Place value Number -Addition & subtraction 	<ul style="list-style-type: none"> Measurement - Area Number - Multiplication & division 	<ul style="list-style-type: none"> Number - Multiplication & division Measurement - Length & perimeter 	<ul style="list-style-type: none"> Number - Fractions Number - Decimals 	<ul style="list-style-type: none"> Number – Decimals Measurement – Money Measurement - Time 	<ul style="list-style-type: none"> Geometry – Shape Statistics Geometry – position & direction. 				
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"> 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. 		<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. 	

History	<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none"> • How the Romans influenced and improved the achievements of early Britons- eg town planning/sanitation, technology eg roads, bridges and aqueducts • How Rome was governed- Emperor, senates/republics/army • The fall of the Roman Empire • The legacy of the Roman Empire on modern Britain- towns, roads, culture <p>Historical disciplinary knowledge:</p> <ul style="list-style-type: none"> • Change and continuity- how quickly the Romans came and instigated change/improvement from Bronze/Iron Age that still lasts today. In addition, how quickly much of Britain reverted to what they had before as the Romans left. • Historical significance- linked to the above in that although they were here for a short time they had a significant impact 		<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none"> • Where the Vikings came from and where they voyaged to eg Eric the Red and Ingolfur Arnarson • That the Vikings invaded, traded and settled • Overview of events in Viking Britain and the importance of Viking York • About Viking governance –chief, law-speaker, Things • How different sources present different viewpoints of that period. <p>Historical disciplinary knowledge:</p> <ul style="list-style-type: none"> • Historical Interpretation- making inferences and deductions based on a range of sources; consider how the author, audience and purpose of a source and how this may affect its validity • Comparison- how groups within a historical period may have different experiences/viewpoints • Cause and consequence- how actions led to other actions/consequences
Geography	<p>Subject knowledge</p> <p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none"> • Where Rome/Italy are within Europe and where the Roman Empire spread • Some of the major geographical regions, counties and cities affected by Roman Invasion/settlement and why they chose to settle there • About some lasting major Roman human characteristics of these places eg Hadrian’s wall, Roman Chester/York, town development, roads. 	<p>Subject knowledge</p> <p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none"> • The location of Brazil/Rio de Janeiro in relation to some other key North/South American countries/cities • The position and significance of the equator, northern/ southern hemispheres, Tropic of Capricorn • About some similarities and differences between UK and Brazil • More about rainforest biome, Amazon Basin and indigenous people • About the water cycle and how rivers are formed using the Amazon to identify features • About the effects of human geography eg economic activity (tourism, urbanisation-favelas, trade links eg Fairtrade) and land use (deforestation for farmland, roads, natural resources) with a focus on Rio de Janeiro 	<p>Subject knowledge</p> <p>By the end of this unit pupils should learn about:</p> <ul style="list-style-type: none"> • The name and location of some geographical regions, counties and cities of the UK and Eire (in relation to invasion and settlement by the Vikings) • The name and location of some North American countries (inc trade routes taken by Viking Explorers) • About some key physical/human characteristics of the regions where they invaded/settled • Explore how land use patterns change over time (eg how the Vikings used what the Romans built)
Art	<p>Drawing</p> <p>Artist: Kelvin Okafor, Vincent Van Gogh, Gustav Klimt</p> <p>End point: Portrait</p> <p>Link to career – artist</p>	<p>Painting</p> <p>Artist: Brazilian Street artists</p> <p>End point: Painting inspired by Brazilian Street artists (link to school site)</p> <p>Artist: Henri Rousseau</p> <p>End point: Jungle scene</p> <p>Link to career – painter</p>	<p>Sculpture</p> <p>Artist: Marcel Janco</p> <p>End point: mixed media mask (cardboard)</p> <p>Link to career – sculpture</p>
DT	<p>Mechanical Systems - Pneumatics</p> <p>Project: Shop window display – (link to career – engineer)</p>	<p>Electrical Systems - Simple Programming and control</p> <p>Project: Display/ lighting – (link to career – electrician/ technical theatre etc)</p>	<p>Food - Healthy and varied diet (including cooking and nutrition requirements for KS2)</p> <p>Project: Sandwich/ wrap/ Viking bread (link to career – chef/nutritionist etc)</p>

Computing	<p align="center">Key Skills</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 align="center">Purple Mash</p> <ul style="list-style-type: none"> Unit 4.4 – Writing for Different Audiences Unit 4.3 – Spreadsheets E-Safety – (Mutual respect link) 		<p align="center">Purple Mash</p> <ul style="list-style-type: none"> Unit 4.1 – Coding Unit 4.5 – Logo Unit 4.7 – Effective Searching E-Safety – (mutual respect link) 		<p align="center">Purple Mash</p> <ul style="list-style-type: none"> Unit 4.6 – Animation Unit 4.8 – Hardware Investigators Unit 4.9 – Making Music E-Safety – (mutual respect link) 	
	PE – Outdoor/Indoor	Athletics	Football	Athletics	Netball	OAA
	Dance	Gymnastics	Badminton	Seated Volleyball	Swimming	Swimming
PSHE (Jigsaw Scheme)	Unit 1 – 'Being Me'	Unit 2 – 'Celebrating Difference'	Unit 3 – 'Dreams and Goals'	Unit 4 – 'Healthy Me'	Unit 5 – 'Relationships'	Unit 6 – Changing Me
RE	<p align="center">Hinduism</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 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 retell the parable of The Good Samaritan. We are learning to understand how the Christian word is spread. 	<p>Sp2 – Understanding Christianity</p> <p>Unit 2A.5 Salvation – <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <ul style="list-style-type: none"> We are learning to understand the significance of Good Friday. We are learning to understand why Christians called the day Jesus died 'Good Friday'? We are learning to retell the Easter story. 	<p>Su1 - Understand Christianity Su2 - Understand Christianity</p> <p>Unit 2A.3 Incarnation/God <i>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 Musical Structures	Charanga Scheme Exploring Feelings When You Play	Charanga Scheme Compose with Your Friends	Charanga Scheme Feelings Through Music	Charanga Scheme Expression and Improvisation	Charanga Scheme The Show Must Go On!

Spanish	Language Angels Scheme	Language Angels Scheme	Language Angels Scheme	Language Angels Scheme	Language Angels Scheme	Language Angels Scheme
	<u>Early language teaching</u> I am learning Spanish Days of the week	<u>Early language teaching</u> Seasons Months of the year Numbers	<u>Early language teaching</u> Fruit	<u>Early language teaching</u> Vegetables Traditions and celebrations	<u>Early language teaching</u> Ice creams	<u>Early language teaching</u> I know how... Phonics and pronunciation