

Year 4 <u>2021- 2022</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	Food Factory	The Egyptian Dynasty	Kingdoms	Kingdoms	Circuits	Queen Victoria's Empire
Main Texts:	Charlie and the Chocolate Factory, by Roald Dahl	The Scarab's Secret, by Nick Would and Christina Balit	Around the World in 80 Days, by Jules Verne	Kensuke's Kingdom, by Michael Morpurgo	When Charlie McButton Lost Power, Suzanne Collins/ Mike Lester The Boy Who Harnessed the Wind by William Kamkwamba	The Son of The Circus, by E L Norry
English and Maths	<i>See discrete plans (including assessments) for English and Maths.</i>					
Science	Animals, including humans Name the parts and functions of the digestive system. Name different types of teeth and state their functions. Compare human and animal teeth.	States of matter Classify solids, liquids and gases. Change water into three states of solid, liquid & gas. Pupils will design and carry out experiments involving heating and cooling. Complete and label a water cycle showing evaporation and condensation.	Living things and their habitats Identify and classify a range of living things in their local and wider environment. Use Keys to identify and sort species. Construct a variety of food chains to identify predator, producers and prey.		Electricity Construct a working simple circuit incorporating all components correctly to light a lamp or sound a buzzer. Classify materials into conductors and insulators.	Sound Understanding of the terms pitch and volume. To explain how a sound is made and how we hear the sounds.

<p>History</p>		<p>An in depth study of the achievements of an ancient civilization: Ancient Egypt</p> <p>Use replica artefacts and evidence from ancient Egypt to research and make conclusions about the life style and major achievements of the ancient civilisation.</p> <p>Pupils will create their own Ancient Egyptian Museum to show what they have learnt.</p>			<p>Local History Study: site/aspect of history post 1066</p> <p>Queen Victoria and her influence on East Cowes and the Isle of Wight.</p> <p>Explore Osborne House and the surrounding areas looking for the impact of QV's residence in EC.</p> <p>Explore the development of the IOW (particularly seaside towns) during the Victorian era.</p> <p>Research key points in the Victorian Empire - to emphasise how EC/ UK was at the centre of world developments.</p>
<p>Geography</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Study farming on the Isle of Wight.</p> <p>Investigate produce grown and plot its distribution</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area</p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Mapping skills- plotting adventures</p> <p>Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>Use fieldwork to observe, measure record and present the human and physical features in the local area- looking for evidence of QV's influence in EC and around the IOW.</p> <p>Mapping the Empire.</p>

<p>Art and Design</p>		<p>Clay Sculptures</p> <p>Draw and annotate Egyptian artefacts from different perspective.</p> <p>Investigate, and sketch existing icons/ sculptures- looking at the significance of colours in Ancient Egyptian culture.</p> <p>Clay skills- joining, building using coiling and pinching. Mark and texture making.</p> <p>Design own Egyptian God and create it in 3D clay sculpture form.</p> <p>Paint in appropriate colours and patterns.</p>		<p>Traditional Artist from another culture:</p> <p>Explore ancient Japanese artists Hokusai The Great Wave (link to Kensuke's Kingdom) to record in sketch book and use as inspiration.</p> <p>Study artist.</p> <p>Recreate own version of the famous painting in pastels, paints and other medium.</p>		<p>Mixed Media Collage:</p> <p>Circus masks- mixed media collage.</p> <p>Additionally: Sketches on location. Victorian artist/ architecture study.</p> <p>Circus posters based on Victorian style</p>
<p>Design Technology</p>	<p>Design, make and package a new kind of chocolate bar.</p> <p>Focus on nutritional values, cooking skills, information required on packaging and design.</p>		<p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Design and make animal feeders from recyclable materials.</p>		<p>Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Make a game that uses electric circuits.</p>	

<p>Music</p>	<p>Link to DT project.</p> <p>Create a jingle for their own chocolate bars.</p>	<p>Music, different cultures</p> <p>Link to Egyptians</p> <p>Listening and discussing recent and ancient Egyptian music.</p> <p>Christmas carols.</p>	<p>Discuss, compose, and perform music relating to themes such as animals and the environment (linked to geography and science)</p> <p>Or traditional music from 4 countries of the UK.</p>	<p>Japanese music (linked to Kensukes Kingdom)</p>	<p>Samba</p> <p>80s Electronic music</p> <p>Using electronic instruments such as keyboards and computers to compose music.</p>	<p>Samba</p> <p>Circus-</p> <p>Songs from The Greatest Showman</p>
<p>PE</p>	<p>Ball skills/ Tag Rugby</p> <p>Develop ball skills and contact games.</p>	<p>Dance/ Basketball</p> <p>Link to Egyptians.</p> <p>Show increased flexibility, strength, technique, control and balance.</p> <p>Respond to a piece of music creating a sequence of moves, performing own dance.</p> <p>Improve own performance.</p> <p>Play competitive games</p>	<p>Gymnastics/</p> <p>Sequence a range of gymnastic movements.</p> <p>Rolling.</p> <p>Balance</p> <p>Travelling</p> <p>Linking movements.</p> <p>Using apparatus.</p>	<p>Netball/ Football</p> <p>Play competitive games</p> <p>Passing the ball</p> <p>Team games</p> <p>Rules of the game.</p> <p>Scoring and defending skills</p>	<p>Fitness Circuits/ Tennis</p> <p>To be able to complete a series of aerobic activities to develop levels of fitness and improve personal goals over a series of weeks.</p> <p>Jumping, skipping, running etc.</p> <p>Tennis</p> <p>Serving and returning serves</p> <p>Using the racket.</p>	<p>Athletics/ Circus Skills</p> <p>Able to run, jump, throw and catch using a combination of skills.</p> <p>Follow the rules of competitive games.</p> <p>Record and improve personal best.</p> <p>Circus skills – throwing/ catching, balancing, gymnastics</p> <p>-leading to circus parade or performance to the other class.</p>

					Mini matches.	
RE	Christianity Salvation The Christian Story.	Christianity Angels Message from Gabriel.	Christianity Holy Mary, Mother of God.	Christianity Eucharist Last supper.	Christianity Ritual Paschal candle.	Christianity Myth Christian Myths; Adam and Eve? Noah's Ark.
PSHE	Relationships: Maintaining a balanced lifestyle: oral hygiene and dental care. Positive Friendships including online. Responding to hurtful behaviour- managing conflict. Recognising risks online.		Living in the Wider World: What makes a community; shared responsibilities. How data is being shared and used. Making decisions about money; using and keeping money safe.		Health and Wellbeing: Respecting differences and similarities; discussing difference sensitively. Medicine and household products; drugs common to everyday life. Physical and emotional changes in puberty; external genitalia; personal hygiene routine; support with puberty.	
French	Animals Children can listen to spoken language and show understanding by joining in.	Christmas Children can listen to spoken language and show understanding by joining in.	Family Children can listen to spoken language and show understanding by joining in.	School Children can listen to spoken language and show understanding by joining in.	Time: Days, months, and birthdays Children can listen to spoken language and show understanding by joining.	Time: Telling the time – o'clock and half past Children can listen to spoken language and show understanding by joining in.

Computing	Networks <ul style="list-style-type: none"> * Connecting networks *What is the internet made of? *Sharing information *What is a website? *Who owns the web? *Can I believe what I read? 	Audio Editing <ul style="list-style-type: none"> *Digital recording * Recording sounds *Creating a podcast * Editing digital recordings * Combining audio *Evaluating podcasts 	Photo editing <ul style="list-style-type: none"> *Changing digital images *Changing the composition of images *Changing images for different uses *Retouching images *Fake images *Making & evaluating a publication 	Data Logging <ul style="list-style-type: none"> *Answering questions *Data collection * Logging *Analysing Data *Data for answers *Answering my question 	Repetition in shapes <ul style="list-style-type: none"> *Programming a screen turtle *Programming letters * Patterns & repeats *Using loops to create shapes *Breaking things down *Creating a program 	Repetition in games <ul style="list-style-type: none"> *Using loops to create shapes *Different loops * Animate your name *Modifying a game *Designing a game *Creating our games
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