

St Swithun's CE Primary School: Year 4 Curriculum Plan 2016 -17

	Autumn		Spring		Summer	
Topic title & whizz bangs	Take One Picture (3 weeks) Visit to the Ashmolean Dahl's Delicious Delights Dress up day Chocolate factory visit	Dahl's Delicious Delights	I am warrior! Artefact box Kilvrough residential		Playlist Dress up day – music through the decades Dance to range of music	
English (writing)	Narrative Unit 1 (set in a familiar place – Matilda)	Narrative Unit 3 (adventure – Charlie & The Chocolate Factory) Non-fiction: explanation (how is something made – link to recipes)	Online news & Newspapers Performance poetry Plays and performance	Narrative Unit 2 (historical character) Non-fiction: reports	Information texts (sound) Narrative Unit 4 (mystery)	Poetry anthology Images in poetry (based on sound and sound waves)
Science	Ask relevant questions Set up simple practical enquiries and comparative and fair tests Make accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions and suggest improvements Identify differences, similarities or changes related to simple, scientific ideas and processes Use straightforward, scientific evidence to answer questions or to support their findings					
	States of matter <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 	Animals including humans <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 	Electricity <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 	Sound <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 		

			<p>not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> 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"> 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
History	<p>History of interest to pupils – life of Roald Dahl</p> <p>Place events, artefacts and historical figures on a timeline using dates</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline</p> <p>Use dates and terms to describe events</p> <p>Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>The Roman Empire and its Impact on Britain</p> <p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p>Give a broad overview of life in Britain</p>	<p>A study of a theme in British history – music through the decades</p> <p>Compare some of the times studied with those of other areas of interest around the world</p> <p>Describe the social, ethnic, cultural, or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	
Geography	<p>Ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Explain own views about locations giving reasons</p>	<p>Describe geographical similarities and differences between countries – England & Italy.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p> <p>Name and locate the Equator, Northern hemisphere, Southern hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circle and date time zones.</p>	

	<p>Use a range of resources to identify the key physical and human features of a location</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle (link to states of matter)</p>		<p>describe some of the characteristics of these geographical zones</p>
Art	<p>Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others (Uccello – 'Take One Picture')</p> <p>Develop and ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language</p>		
	<p>Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage</p> <p>Drawing in the style of Quentin Blake</p>	<p>Create and combine shapes to create recognisable shapes Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail</p>	<p>Create images, video and sound recordings and explain why they were created</p> <p>Use different hardnesses of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture (objectives also met when doing self-portraits and drawing in the style of Quentin Blake in T1).</p>
D.T.	<p>Working with chocolate (link to English & Science) Prepare ingredients hygienically using appropriate utensils Measure ingredients to the nearest gram accurately Follow a recipe Assemble or cook ingredients</p> <p>Join textiles with appropriate stitching</p>	<p>Cut materials accurately and safely by selecting appropriate tools Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material Select appropriate joining techniques</p> <p>Create series and parallel circuits (linked to electricity in Science).</p>	<p>Choose suitable techniques to construct products Strengthen materials using suitable techniques</p>

	Select the appropriate techniques for the decoration of textiles		
<p>Design with purpose by identifying opportunities to design Make products by working efficiently Refine work and techniques as work progresses, continually evaluating the product design Use software to design and represent product designs</p> <p>Identify some of the great designers in all the areas of study to generate ideas for designs Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work</p>			
Computing	<p>Using the internet and how to use a variety of software to present information</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Coding</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 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (LEGO WE DO – linked to animals in Science) 	<p>E-safety</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. [again http://thinkuknow.co.uk is a good place to start! Use CyberCafe with Year 4.
Music	<p>Sing from memory with accurate pitch Sing in tune Maintain a single part within a group Pronounce words within a song clearly Show control of voice Play notes on an instrument with care so that they are clear Perform with control and awareness of others</p>		
			<p>Compose and perform melodic songs Use sound to create abstract effects Create repeated patterns with a range of instruments Create accompaniments for tunes Use drones as accompaniments Choose, order, combine and control sounds to create an effect Use digital technologies to compose pieces of music Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF and FACE on the musical staff</p>

			<p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Use the terms: pitch, dynamics, tempo, timbre, texture, melody, duration and the use of silence to describe music</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes</p> <p>Understand layers of sounds and discuss their effect on mood and feelings</p>
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R.E.

Discovery R.E – Year 3 modules (as Year 4 ones were covered last academic year)

Present the key teachings and beliefs of a religion

Refer to religious figures and holy books to explain answers

Identify religious artefacts and explain how and why they are used

Describe religious buildings and explain how they are used

Explain some of the religious practices of both clerics and individuals

Identify religious symbolism in literature and the arts

Show an understanding that personal experiences and feelings influence attitudes and actions

Give some reasons why religious figures may have acted as they did

Ask questions that have no universally agreed answers

Explain how beliefs about right and wrong affect people's behaviour

Describe how some of the values held by communities affect behaviour and actions

Discuss and give opinions on stories involving moral dilemmas

<p>Hinduism</p> <ul style="list-style-type: none"> • Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? • Does participating in worship help people to feel closer to God or their faith community? <p>To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p>Christianity</p> <ul style="list-style-type: none"> • Has Christmas lost its true meaning? • Do sacred texts have to be 'true' to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life <p>To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us</p>	<p>Christianity</p> <ul style="list-style-type: none"> • Could Jesus really heal people? Were these miracles or is there some other explanation? • Do sacred texts have to be 'true' to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life ? <p>To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p>Christianity</p> <ul style="list-style-type: none"> • What is 'good' about Good Friday? • Should religious people be sad when someone dies? • Do sacred texts have to be 'true' to help people understand their religion? • Can the arts help communicate religious beliefs? <p>To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>Hinduism</p> <ul style="list-style-type: none"> • How can Brahman be everywhere and in everything? • Do sacred texts have to be 'true' to help people understand their religion? • Can the arts help communicate religious beliefs <p>To understand the Hindu belief that there is one God with many different aspects.</p>	<p>Hinduism</p> <ul style="list-style-type: none"> • Would visiting the River Ganges feel special to a non Hindu? • Do religious people live better lives? • Is religion the most important influence and inspiration in everyone's life? <p>To understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>
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P.E.	Tag Rugby <ul style="list-style-type: none"> • Choose the most appropriate tactics to cause problems for the opposition • Follow the rules of the game and game fairly • Maintain possession for a ball • Pass to team mates at appropriate times • Lead others and act as a respectful team member 	Gymnastics <ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear, fluent and expressive manner • Refine movements into sequences • Show changes in speed, direction and level during a performance • Travel in a variety of ways , including flight, by transferring weight to generate power in movements • Show a kinaesthetic sense in order to improve the placement and alignment of body parts • Swing and hang from equipment safely 	Net/wall <ul style="list-style-type: none"> • Throw and catch with confidence and accuracy • Choose the most appropriate tactics to cause problems for the opposition • Follow the rules of the game and game fairly • Maintain possession for a ball • Pass to team mates at appropriate times • Lead others and act as a respectful team member 	Striking and fielding <ul style="list-style-type: none"> • Throw and catch with confidence and accuracy • Strike a ball and field with control • Choose the most appropriate tactics to cause problems for the opposition • Follow the rules of the game and game fairly • Maintain possession for a ball • Pass to team mates at appropriate times • Lead others and act as a respectful team member 	Dance <ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear , fluent and expressive manner • Refine movements into sequences • Create dances and movements that convey a definite idea • Change speed and levels within a performance • Develop physical strength and suppleness by practising moves and stretching 	Athletics <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres • Run over a longer distance conserving energy in order to sustain performance • Use a range of throwing techniques • Throw with accuracy to hit a target or cover a distance • Jump in a number of ways, using a run up where appropriate • Compete with others and aim to improve personal best performances
PSHCE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	Read and understand the main points in short written texts Use a translation dictionary or glossary to look up new words Write a few short sentences using familiar expressions Write short phrases from memory with spelling that is readily understandable. Understand the main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Take part in discussions and tasks					

<p>Demonstrate a growing vocabulary Describe with some interesting details some aspects of countries where French is spoken Make comparisons between lives in countries where French is spoken and France.</p>				
<p>Greetings Greetings, asking and saying how are you Ask for and give name</p> <p>Classroom instructions <i>(Ecoutez, regardez, asseyez-vous, levez-vous, repetez, silence)</i></p> <p>Numbers Numbers 1-10</p>	<p>Ask for and state age</p> <p>The Nativity - characters in the nativity play and simple dialogue</p>	<p>Days of the week</p> <p>Months of the year</p>	<p>Colours</p>	<p>Names of fruit</p> <p>Food items</p>