

	Term 1		Term 2		Term 3	
	1 st half	2nd half	1 st half	2nd half	1 st half	2nd half
Science	What happens to the food we eat? Animals, including humans * explore the main parts of the digestive system and their functions * explore dental hygiene * conduct an experiment on the effects of acid and sugar on enamel	How would we cope without electricity? * identify items which use electricity * explore safety when using electricity * create circuits and include a buzzer, motor, switch and bulb * represent the circuit pictorially * how is electricity made? * explore which materials are conductors and what is a good insulator Try to live without electricity for a day	How would we survive without water? States of matter * use food to demonstrate changes in states- reversible and irreversible * explore the water cycle-could we ever run out of water?	Why is the sound that 'One Direction' makes enjoyed by so many? * explore how sound is made by vibrations in musical instruments and create own instruments * use tuning fork on water, speakers with rice, elastic bands, rulers and drum, to demonstrate vibrations * use glasses with different amounts of water to change pitch * use an app on ipads to record sounds * explore model of the ear	Which wild animals and plants thrive in your locality? Living things and their habitats * identify plants and animals using classification keys * ladybird hunt- what types of ladybirds are in the local environment- represent findings * what changes are affecting local wildlife? * make food chains	

<p>NC Aims</p>	<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. 	<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"> *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 it * recognise that sounds get fainter as the distance from the sound source increases. 	<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.
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History	<p>Why were the Romans so powerful and what did we learn from them?</p> <ul style="list-style-type: none"> * The birth of Rome *spread of the Roman Empire *Julius Caesar *The invasion of England *the Roman army, soldiers, clothing *Boudicca *influence on Britain today- roads, aqueducts, heating etc. * trip to Chester 	<p>Why must Gun Powder, Treason and Plot never be forgot?</p> <ul style="list-style-type: none"> *Can they explain how events from the past have helped shape our lives? *Can they research two versions of an event and say how they differ? * Can they give more than one reason to support an historical argument? * Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<p>Who were the Ancient Egyptians?</p>		
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<p>NC Aims</p>	<p>the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> * Julius Caesar's attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army <ul style="list-style-type: none"> * Hadrian's Wall * British resistance, for example, Boudica * 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire 	<p>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> * a significant turning point in British history* 	<p>A study of the achievements of the earliest civilizations; including an overview of where and when the first civilization appeared by exploring Ancient Egypt</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they explain how events from the past have helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<p>•</p>	
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<p>Geography</p>		<p>Why is London such a cool place to live?</p> <p><i>Why do you think rivers were important to the location of major cities?</i></p> <p><i>Can you choose a major European city and create a brochure to encourage someone to visit?</i></p> <p><i>Why is the transport system very important in major cities?</i></p> <p><i>Using paper, how can you create a skyscraper that is at least 2 metres high?</i></p> <p><i>Can you locate many of the important features on a map of a city?</i></p> <p><i>What are the major differences between a major city and a small town or village?</i></p> <p><i>Reflection: Children will use photographs from the internet and become a tourist guide in a well known European country.</i></p> <p><i>*Class trip to London to follow</i></p>		<p>Why is the Mersey so important to Liverpool?</p> <p><i>Why is Liverpool situated where it is?</i></p> <p><i>Which other famous European cities are situated on a river?</i></p> <p><i>Why are rivers important for the lives of the people who live there now and lived there some time ago?</i></p> <p><i>How have people adapted rivers and water for their own use?</i></p> <p><i>How has the Mersey created jobs for many people who live in Liverpool?</i></p> <p><i>Which pieces of music are associated with Liverpool or water?</i></p> <p><i>*Class trip to Liverpool – tour of the docks and old harbour wall and lesson in the museum</i></p>
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NC Aims					<p>Can they describe the main features of a well-known city?</p> <p>Can they describe the main features of a village?</p> <p>Can they describe the main physical differences between cities and villages?</p> <p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</p> <p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain why people may choose to live in a village rather than a city?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p>								<p>* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</p> <p>* describe and understand key aspects of: physical geography, including: rivers and the water cycle * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>* use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>			
	Term 1				Term 2				Term 3							
	1 st half		2nd half		1 st half		2nd half		1 st half		2nd half					
	RE	People	Called	Judaism	Gifts	Community	Giving and Receiving	Self-Discipline	New Life	Building Bridges	Hinduism	God's People				
PSHE /RSE			RSE – Emotional: Appreciating my own gifts, talents, achievements that make me unique. Appreciating others and the gifts they have been given. Dealing with natural negative emotions.		RSE – Physical: physical differences, male and female body parts and the development of a baby in the womb.		RSE – Intellectual: Identifying and naming my feelings. Understanding what feelings are. Dealing with my own feelings and actions.		RSE – Social: Accepting and celebrating who I am, accepting difference in others and dealing with differences and managing conflicts							

NC Aims	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available		* Non statutory National Curriculum aims available
PE	Athletics	Gymnastics	Dance	Invasion games	Net/wall activities	Striking and fielding
NC Aims	<ul style="list-style-type: none"> * use running, jumping, throwing and catching in isolation and in combination * compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> * develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best
Art	<p><i>How can you use a Silhouette and pastels to create a piece of art based on Bonfire Night? (London Skyline)</i></p>	<p><i>Which Collage materials would you use to effectively portray a Roman Soldier?</i></p> <p><i>Roman Oil lamps</i></p> <p><i>Roman mosaics</i></p>	<p><i>Can they experiment with different styles that artists have used?</i></p> <p><i>Experiment with the technique of pointillism - George Seurat, Paul Signac.</i></p>	<p><i>Monet-artist study-oil painting</i></p>	<p><i>How would Georgia O' Keefe have painted these flowers? Georgia O' Keefe – develop sketches from photographs and paint using water colours.</i></p>	
NC Aims	<ul style="list-style-type: none"> * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> * to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> * to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> * about great artists, architects and designers in history 	
DT		<p><i>Making a Roman shield/chariot</i></p> <p><i>Make Christmas decorations (sewing)</i></p>	<p><i>Design and build a Skyscraper and test it against the elements</i></p>	<p><i>Making a Musical Instrument</i></p>		

NC Aims		* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	* apply their understanding of how to strengthen, stiffen and reinforce more complex structures	* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups		
Music	<p>Exploring performance <i>Poetry</i></p> <p>Exploring composition <i>Environment</i></p>	<p>Exploring sounds <i>Sounds</i></p> <p>Exploring structure <i>Recycling</i></p>	<p>Exploring beat <i>Building</i></p> <p>Exploring pitch <i>Around the world</i></p>	<p>Exploring structure <i>Ancient worlds</i></p> <p>Exploring pitch <i>Singing Spanish</i></p>	<p>Exploring composition <i>Communication</i></p> <p>Exploring beat <i>Time</i></p>	<p>Exploring notation <i>In the past</i></p> <p>Exploring performance <i>Food and drink</i></p>
NC Aims	* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	* listen with attention to detail and recall sounds with increasing aural memory	* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	* develop an understanding of the history of music	* improvise and compose music for a range of purposes using the interrelated dimensions of music	* use and understand staff and other musical notations
Computing	<p>Safe and responsible use <i>E safety</i> <i>Sharing date</i> <i>Online games</i> <i>Reporting issues</i></p>	<p>Digital society technology in our Lives <i>at school / at Home</i> <i>Blogging</i> <i>Messaging</i> <i>Social networking</i> <i>Online identity</i> <i>Using maps</i></p>	<p>Programming/ control/ instructions <i>Algorithms</i> <i>Sequences</i> <i>Debugging</i> <i>Logical reasoning</i> <i>Repeats</i> <i>Variables</i></p>	<p>Digital Literacy <i>Creating and publishing</i> <i>Presentations</i> <i>Mind maps</i> <i>Word clouds</i> <i>Typing</i></p>	<p>Multimedia <i>Manipulate content</i> <i>Photographs</i> <i>Graphics</i> <i>Video</i> <i>Sound Music</i> <i>animations</i></p>	<p>Using Data -Handling, Storage and Logging <i>Store</i> <i>retrieve</i> <i>Research</i> <i>Spread sheets</i> <i>Data handling</i> <i>Data bases</i></p>
NC Aims	* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<p>* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>* use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	* 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	* 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	* 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
MFL	Recap Bonjour Monsieur Parts of the body	Colours Descriptions of hair and eyes	Les Quatre Amis Vegetables Opinions of vegetables	Jacques et le haricot magique	Market dialogue	Numbers 1-30

Nc aims	listen attentively to spoken language and show understanding by joining in and responding	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	read carefully and show understanding of words, phrases and simple writing	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	speak in sentences, using familiar vocabulary, phrases and basic language structures	present ideas and information orally to a range of audiences*	appreciate stories, songs, poems and rhymes in the language	write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	

Year 4 Literacy	2018-19
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Term 1		Term 2		Term 3	
1 st half	2nd half	1 st half	2nd half	1 st half	2nd half

Main text	The Firework Maker's Daughter	Whizz Pop Chocolate Shop (fiction)	Harry Potter – The Philosopher's Stone J K Rowling	Harry Potter – The Philosopher's Stone J K Rowling	Hereabout Hill – Michael Morpurgo	How to Train your Dragon – Cressida Cowell
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Sub text	Dog; Don't do Ballet	Trick or treat Jabberwocky	The Tear Thief	I Love Me Mudder	The Lost Happy Endings	
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Links to NC	Fiction- Fantasy Non-fiction: links to History Topics	Fiction- Fantasy Non-fiction: links to History Topics	Fiction- Fantasy Non fiction-Links to History- the Romans(History famous person)	Fiction- Fantasy– Historical setting	Fiction- Fantasy- Historical setting Poetry	Fiction- Author study
Genres to cover	<ul style="list-style-type: none"> • Building tension, mystery, suspense • Use of specific vocabulary • Instructions • Diary entry • Setting the Scene • Show, not tell • Poems • Newspaper article 			<ul style="list-style-type: none"> • How language has changed • Author research • Debating pro and cons and moral issues • Emotive writing in relation to personal experience-recount • Letter writing • Instructions 		<ul style="list-style-type: none"> • Author research • Poetry writing • Character descriptions • Building tension, mystery, suspense