Winford Church of England Primary School

Year 4 Fox Class

Together we flourish

TERM	1	2	3	4	5	6
Maths	WRM: Place value & addition and subtraction	WRM: Area & multiplication and division A	WRM: Multiplication and division B, length and perimeter	WRM: Fractions & Decimals A	WRM: Decimals B, Money & Time	WRM: Shape, Statistics, Position and direction
English	**Here we are Information text** (Two weeks) **The Barnabus Project** Instructional writing (Three weeks) **Cinnamon** Narrative (Three weeks)	**Once upon a Raindrop** Poetry (Three weeks) **Arthur and the Golden Rope** Narrative (Three Weeks)	**The Crown** Narrative (Three weeks)	**Little House** Diary (Three weeks)	The Midnight Panther Narrative (Three weeks)	**The Wild Robot** Information text
Science	**Animals (including humans)** -Digestive system - types of teeth -Food chains, predators and prey	**Living things and their habitats** -Grouping living things -Use classification keys -Environmental changes and dangers	**Sound** -How sounds are made How vibrations travel -Pitch and volume	**Electricity** -Appliances that use electricity -Simple series circuits (cell, wires, bulbs, switches and buzzers) -Switches -Conductors and insulators	**States of matter** -Solids, liquids and gasses -Changing states when heated or cooled (degrees Celsius) -Evaporation, condensation and the water cycle	
Working Scientifically	-Ask relevant questions and use different types of scientific equipment to answer them. -Set up simple practical enquiries, comparative and fair tests.					

	-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help answer questions. -Record findings using simple scientific language, drawings, labelled diagrams, keys, 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, make predictions for new values, suggest improvements and raise further questions. -Identify differences, similarities or changes related to simple scientific ideas and processes. -Use straightforward scientific evidence to answer questions or to support their findings.					
PE	Football	Netball	Swimming Dodgeball	Swimming Gymnastics	Tennis	Rounders
RE	Religion: Hinduism Enquiry Question: What does Dharma teach about attitudes to the planet? Meaning & Purpose: Explores moral responsibility and care for the planet	Religion: Christianity Enquiry Question: When Jesus left what was the impact of Pentecost? Beliefs & Teachings: Focus on Holy Spirit and Kingdom of God.	Religion: Christianity Enquiry Question: What is it like to follow God? Beliefs and Teachings: Explores covenant and following God.	Religion: Islam Enquiry Question: How does Prophet Muhammad inspire Muslims today? Beliefs and Teachings: Focus on Muhammad's life and teachings.	Religion: Christianity Judaism Islam Enquiry Question: Why might some people visit Jerusalem, Karbala or Makkah? Practices & Lifestyle: Investigates sacred journeys and their significance.	Religion: Christianity Enquiry Question: What kind of world did Jesus want? Meaning & Purpose: Explores Jesus' vision for a just and loving world.
IT	**Programming A** **Repetition in shapes** **(4.3)** 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		**Creating media B** **Photo editing** **(4.5)** 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		**Programming B** **Repetition in games** **(4.6)** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	

	correct errors in algorithms and programs. **E-safety**	accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **E-safety**	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **E-safety**
History	**Romans** • Describe key characteristics of the Roman Empire • Explain reasons for the Roman invasion of Britain • Describe what social and cultural changes the Romans brought to Britain • Compare and contrast life in Roman Britain with the lives of indigenous Celtic tribes • Describe how the Romans changed the infrastructure of Britain Discuss the legacy of Roman Britain on modern society	**Anglo-Saxons and Scots** Describe where Anglo-Saxon and Scottish tribes settled in Britain after the departure of the Romans • Compare Anglo-Saxon and Scottish cultures with Roman Britain • Explain why Anglo-Saxons and Scottish people migrated to Britain • Describe how language and communication changed after Roman rule • Describe what life was like for Anglo-Saxon and Scottish people during their time in Britain Define key similarities and differences between life in Britain for Anglo-Saxons and Scott's compared with life in Roman Britain	**Vikings** • Identity where the Vikings came from and what their homeland was like • Explain the push and pull factors that led to the Vikings migrating to the British Isles • Describe the impact of Viking raids on communities in Britain • Discuss the immediate and long-term consequences of Viking raids for the people living in Britain • Compare and contrast Viking society with the societies of the Anglo-Saxons and Scots in Britain Explain the reasons why the Vikings came to the British Isles and the key impact this had
Historical skills	Understand that the past is divided into differently named periods of time. • Use some dates to explain British history and place on a timeline using appropriate dates. • Explain a range of similarities and differences between different times in the past.3 • Explain how the past can be represented or interpreted in different ways. • Answer and sometimes devise my own historically valid questions. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Present information in different ways using specialist terms. • Write a paragraph to describe some of the main events, people and changes in the history of Britain.		
Geography	**Rivers** Describe and understand key aspects of rivers.	**Migration** Understand geographical similarities and differences through the study of human and physical geography of a region of the United	**Natural Resources** Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

	• Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Kingdom, a region in a European country, and a region within North or South America. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		volcanoes and earthquakes, and the water cycle; • 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	
Geographical skills	Ask and respond to questions and offer their own ideas. • Investigate places and themes at more than one scale. EG: Fair Trade • Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps. • Confidently use the 4 compass points and begin to use 8 compass points. • Begin to use a 4-digit grid references to locate features on a map. • Begin to recognise symbols on an OS map.					
Art	**3-D Mosaic and Sculpture** • to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history		**Textiles, weaving and Batik** • to create sketch books to record their observations • to improve their mastery of art and design techniques, including drawing with a range of materials		**People and places: Pointillism** to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history	
DT		Bridges: Cutting, joining, strengthening (Geography Rivers Link)	Food tech: making biscuits	Textiles: Sewing a pencil case (Saxons link)		Moving insects: Pneumatics (link to Science habitats)

Music	**<u>Water</u>** LO: To explore the origin of sea shanties. LO: To feel the pulse and clap rhythms at various tempi. LO: To identify the key features of a sea shanty. LO: To maintain an independent line within a two part song. LO: To interpret symbols as musical sounds. LO: To create symbols to represent the key features of a composition. **LO:** To maintain an independent line within a two part song		**<u>Music Chronology</u>** LO: I have an understanding of different musical periods over the last 1000 years. LO: I can name features of Baroque and Renaissance music. LO: I have an understanding of famous composers from various musical periods. LO: I can respond creatively to music.		**Term 6: Whole Class Ensemble Teaching- Glockenspiels**	
	T1- Harvest Performance **T2-Christmas Performance**		**T4- Easter Service**		**Raise the Roof- singing performance- TBC**	
Spanish	Presenting Myself	Family	Habitats	At the Cafe	The classroom	Goldilocks
PSHE	**Being Me in My World** I understand that my actions affect myself and others; I care about other people's	**Celebrating Difference** I can explain why it is good to accept people for who they are.	**Dreams and Goals** I know what it means to be resilient and to have a positive attitude.	**Healthy Me** I can recognise when people are putting me under pressure and can explain ways	**Relationships** I can express my own opinion and feelings on an animal rights issue. Also, love and loss.	**Changing Me** I can reflect on the changes I would like to make when I am in Year 5 and can

	feelings and try to empathise with them.			to resist this when I want to. Also, facts about smoking and alcohol.		describe how to go about this. Also puberty.
Trips and Events	Harvest Performance STEM engineering workshop- Bristol Airport Football Tournament	Christmas performance Christmas celebration concert with local schools TTRS Day- Rock Star day. Valley Arts Drama Workshop Whole school pantomime visit Invasion Sports Festival	Class Assembly World Book Day RNLI assembly Netball Festival	Explorer Dome and Science Week Easter performances Rock Steady Assembly Netball Tournament	Trip to Bath and West show- science link Sports Day Athletics Festival Bowls Festival	Raise the Roof singing performance Rounders Tournament