

Year 4 Jaguar Class

Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
22-23	<i>Respect</i>	<i>Patience</i>	<i>Honesty</i>	<i>Hope</i>	<i>Wisdom</i>	<i>Trust</i>
21-22	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Maths	Power Maths: Place value, addition and subtraction	Power Maths: Multiplication and division A, area	Power Maths: Multiplication and division B, length and perimeter	Power Maths: Fractions, Decimals A	Power Maths: Decimals B, Money, Time	Power Maths: Shape, Statistics, Position and direction
English	Journey (first two weeks), Persuasive adverts	HeroQuest, Until I met Dudley	Odd and the Frost Giant	Beowulf, Matchbox Diary	The Lion & The Unicorn, creative writing project	The Lion, the Witch & The Wardrobe, newspaper reports
Science	Animals (humans) -digestive system - types of teeth -food chains, predators and prey	Living things and 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	<ul style="list-style-type: none"> -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. 					

	<p>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p>					
PE	Swimming Personal Skills	Swimming Social Skills	Cognitive Skills	Creative Skills	Applying Physical Skills	Health and Fitness
RE	Discovery RE: Theme: Buddhist teachings Religion: Buddhism	Discovery RE: Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Discovery RE: Theme: How to make the world a better place. Religion: Buddhism	Discovery RE: Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Discovery RE: Theme: How to make the world a better place Religion: Buddhism	Discovery RE: Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
IT	<p>Programming A Repetition in shapes (4.3)</p> <p>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.</p> <p>E-safety</p>		<p>Creating media B Photo editing (4.5)</p> <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.</p> <p>E-safety</p>		<p>Programming B Repetition in games (4.6)</p> <p>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.</p> <p>E-safety</p>	
History	<p>Romans Know the extent of the Roman Empire by 42CE. • Understand the reasons for the power of its army.</p>		<p>Anglo-Saxons and Scots Know why Vortigern made a deal with the Anglo Saxons and the outcome of this. • Explain what life like for the Anglo Saxons. • Know what the Anglo Saxons believed. • Explain what was the heptarchy.</p>		<p>Vikings • Understand what happened when the Romans left Britain. • Know the subsequent invasions by the Scots, the Anglo-Saxons and the Vikings.</p>	

	<ul style="list-style-type: none"> • Know about Roman invasions of Britain in 55-54 BCE and 43CE. • Understand what is meant by the 'Romanisation' of Britain. • Know about British resistance: Boudicca's rebellion. • Understand what happened when the Romans left Britain 	<ul style="list-style-type: none"> • Explain how Alfred the Great protected the Anglo Saxons. 	<ul style="list-style-type: none"> • Know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society. • Know about the Viking raids and the impact on life in Britain • Understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066.
Historical skills	<p>Understand that the past is divided into differently named periods of time.</p> <ul style="list-style-type: none"> • 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	<p>Rivers</p> <p>Describe and understand key aspects of rivers.</p> <ul style="list-style-type: none"> • 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. 	<p>Migration</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, and a region within North or South America.</p> <ul style="list-style-type: none"> • 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. 	<p>Natural Resources</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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	<p>Ask and respond to questions and offer their own ideas.</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <p>to create sketch books to record their observations</p> <ul style="list-style-type: none"> • 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>Music Chronology</u> <p>LO: I have an understanding of different musical periods over the last 1000 years.</p> <p>LO: I can name features of Baroque and Renaissance music.</p>		<u>Whole Class Ensemble Teaching-Glockenspiels</u>		<u>Water</u> <p>LO: To explore the origin of sea shanties.</p> <p>LO: To feel the pulse and clap rhythms at various tempi.</p> <p>LO: To identify the key features of a sea shanty.</p> <p>LO: To maintain an independent line within a two part song.</p>	

	LO: I have an understanding of famous composers from various musical periods.				LO: To interpret symbols as musical sounds.	
	LO: I can respond creatively to music.				LO: To create symbols to represent the key features of a composition.	
	T1- Harvest Performance T2-Christmas Performance		T4- Easter Service		Raise the Roof- singing performance	
Spanish	Presenting Myself	Family	Habitats	At the Cafe	The classroom	Goldilocks
PHSE	Being Me in My World I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	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 to resist this when I want to. Also, facts about smoking and alcohol.	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 describe how to go about this. Also puberty.