

# Year 4 Jaguar Class

## Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Respect</i>	<i>Determination</i>	<i>Curiosity</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>
<b>TERM</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>
<b>Maths</b>	WRM: Place value, addition and subtraction	WRM: Multiplication and division A, area	WRM: Multiplication and division B, length and perimeter	WRM: Fractions, Decimals A	WRM: Decimals B, Money, Time	WRM: Shape, Statistics, Position and direction
<b>English</b>	Journey (first two weeks) Town by the Sea	Hero Quest Odd and the Frost Giants	Beowulf Persuasive adverts	The Lion and the Unicorn Matchbox Diary	Raiders of the Lost Ark- creative writing opportunity	The Lion, the Witch & The Wardrobe Newspaper Reports
<b>Science</b>	<b>Animals (humans)</b> -digestive system - types of teeth -food chains, predators and prey	<b>Living things and habitats</b> -grouping living things -use classification keys - environmental changes and dangers	<b>Sound</b> -how sounds are made -how vibrations travel - pitch and volume	<b>Electricity</b> -appliances that use electricity -simple series circuits (cell, wires, bulbs, switches and buzzers) -switches - conductors and insulators	<b>States of matter</b> -solids, liquids and gasses -changing states when heated or cooled (degrees Celsius) - evaporation, condensation and the water cycle	
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>-Ask relevant questions and use different types of scientific equipment to answer them.</li> <li>-Set up simple practical enquiries, comparative and fair tests.</li> <li>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li>-Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul>					

	<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>					
<b>PE</b>	Swimming Football	Swimming Netball	Dodgeball	Hockey/cricket	Athletics	Rounders
<b>RE</b>	<p>Discovery RE: Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Discovery RE: Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Discovery RE: Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Discovery RE: Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Discovery RE: Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>	<p>Discovery RE: Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>
<b>IT</b>	<p><b>Programming A</b> <b>Repetition in shapes (4.3)</b> 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. <b>E-safety</b></p>		<p><b>Creating media B</b> <b>Photo editing (4.5)</b> 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. <b>E-safety</b></p>		<p><b>Programming B</b> <b>Repetition in games (4.6)</b> 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. <b>E-safety</b></p>	
<b>History</b>	<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.</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"> <li>• Know about Roman invasions of Britain in 55-54 BCE and 43CE.</li> <li>• Understand what is meant by the 'Romanisation' of Britain.</li> <li>• Know about British resistance: Boudicca's rebellion.</li> <li>• Understand what happened when the Romans left Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Know what the Anglo Saxons believed. • Explain what was the heptarchy.</li> <li>• Explain how Alfred the Great protected the Anglo Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society.</li> <li>• Know about the Viking raids and the impact on life in Britain</li> <li>• Understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066.</li> </ul>
<b>Historical skills</b>	<p>Understand that the past is divided into differently named periods of time.</p> <ul style="list-style-type: none"> <li>• Use some dates to explain British history and place on a timeline using appropriate dates.</li> <li>• Explain a range of similarities and differences between different times in the past.3</li> <li>• Explain how the past can be represented or interpreted in different ways.</li> <li>• Answer and sometimes devise my own historically valid questions.</li> <li>• Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Present information in different ways using specialist terms.</li> <li>• Write a paragraph to describe some of the main events, people and changes in the history of Britain.</li> </ul>		
<b>Geography</b>	<p>Rivers</p> <p>Describe and understand key aspects of rivers.</p> <ul style="list-style-type: none"> <li>• Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world.</li> <li>• 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.</li> </ul>	<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"> <li>• 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.</li> </ul>	<p>Natural Resources</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>• 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</li> </ul>
<b>Geographical skills</b>	<p>Ask and respond to questions and offer their own ideas.</p> <ul style="list-style-type: none"> <li>• Investigate places and themes at more than one scale. EG: Fair Trade</li> <li>• Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps.</li> <li>• Confidently use the 4 compass points and begin to use 8 compass points.</li> <li>• Begin to use a 4-digit grid references to locate features on a map.</li> <li>• Begin to recognise symbols on an OS map.</li> </ul>		

<b>Art</b>	<b>3-D Mosaic and Sculpture</b> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations</li> <li>• use sketchbooks to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>• about great artists in history</li> </ul>		<b>Textiles, weaving and Batik</b> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> </ul>		<b>People and places: Pointillism</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> <li>• use sketchbooks to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• about great artists in history</li> </ul>	
<b>DT</b>		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)
<b>Music</b>	<b>Harvest Performance</b>  <b>Christmas Performance and singing</b>		<u><b>Water</b></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.		<u><b>Music Chronology</b></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.	

			<p>LO: To interpret symbols as musical sounds.</p> <p>LO: To create symbols to represent the key features of a composition.</p> <p>LO: To maintain an independent line within a two part song.</p>	<p>LO: I have an understanding of famous composers from various musical periods.</p> <p>LO: I can respond creatively to music.</p> <p><b>Term 6: Whole Class Ensemble Teaching- Glockenspiels</b></p>		
	<b>T1- Harvest Performance</b>	<b>T2-Christmas Performance</b>	<b>T4- Easter Service</b>	<b>Raise the Roof- singing performance- TBC</b>		
<b>Spanish</b>	Presenting Myself	Family	Habitats	At the Cafe	The classroom	Goldilocks
<b>PHSE</b>	<p><b>Being Me in My World</b></p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p><b>Celebrating Difference</b></p> <p>I can explain why it is good to accept people for who they are.</p>	<p><b>Dreams and Goals</b></p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p><b>Healthy Me</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Also, facts about smoking and alcohol.</p>	<p><b>Relationships</b></p> <p>I can express my own opinion and feelings on an animal rights issue.</p> <p>Also, love and loss.</p>	<p><b>Changing Me</b></p> <p>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.</p> <p>Also puberty.</p>
<b>Trips and Events</b>	<p>Harvest Performance</p> <p>STEM engineering workshop- Bristol Airport</p> <p>Accountancy workshop</p> <p>Football Tournament</p>	<p>Christmas performance</p> <p>Christmas celebration concert with local schools</p> <p>TTRS Day- Rock Star day.</p>	<p>Class Assembly</p> <p>World Book Day</p> <p>RNLI assembly</p> <p>Netball Festival</p>	<p>Explorer Dome and Science Week</p> <p>Easter performances</p> <p>Rock Steady Assembly</p> <p>Netball Tournament</p>	<p>African music workshop- Alex Gichohi</p> <p>Trip to Bath and West show- science link</p> <p>Sports Day</p>	<p>Raise the Roof singing performance</p> <p>Trip to Roman Baths- history link</p> <p>Rounders Tournament</p>

		Valley Arts Drama Workshop Whole school pantomime visit Invasion Sports Festival			Athletics Festival Bowls Festival	
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