

Year 4

	Autumn 1	Autumn 2	Spring1	Spring2	Summer 1	Summer 2
Topic	Where in the world (Geography/Local History)		Spotlight on Science (Science and DT focus) Waste week and Science week		Invaders and Settlers Anglo Saxons, Jutes and Vikings (History and Geography)	
Trip/visit	Amazing Amazon WWF https://www.wwf.org.uk/get-involved/schools/visit-us/amazing-amazon-workshop Local visit - map reading / orienteering around Merstham		<i>'Portholes to the past'</i> <i>Star camp</i>	Science Museum	Visitor - <i>'Portholes to the past'</i>	
Key texts	The Shaman's Apprentice Where the Forest Meets the Sea The Corn Grows Ripe Rain Player Image poetry	Classic Poetry: Edward Lear - The Jumblies and The Owl and the Pussycat & Limericks	NF: Sound and Electricity texts and websites Syllabic Poetry	Classic Play: Shakespeare - Tempest	King arthur, the buried crown, anglo saxon boy, erik the vikings, who were the vikings	Classic fiction: Beowulf
English	Proofreading, editing and peer evaluation. Stories from other cultures Information / fact sheets	Persuasive writing - global warming / rainforest destruction Poetry writing - descriptive	Instruction Writing: How to build a circuit Explanation text: Sound poster, How instruments work	Play script Explanation texts - science investigation	Recount: Newspaper writing Poetry: syllabic poetry	Stories with historical settings
Maths	See White Rose yearly overview					
Science	Living things and their habitats		Sound -		States of matter- recognise states, changes in states and water cycle	

	Animals including humans	Electricity - circuits, electricity sources and safety	
<p>Asking relevant questions and using different types of scientific enquiries to answer them: setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes; using straightforward scientific evidence to answer questions or to support their findings.</p>			
Computing	<p>4.4 We are HTML editors Using and understanding the internet, the web and search engines, effectively and safely.</p> <p>4.6 We are meteorologists Collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience.</p>	<p>4.3 We are musicians Creating and refining original content using digital tools across a range of media.</p> <p>4.2 - We are toy designers Some of the computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts.</p>	<p>4.5 We are co-authors Making the most of computers and the internet for communicating with one or many, and working together on projects.</p> <p>4.1 - We are software designers Planning, writing and testing computer programs for digital devices, from floor turtles to tablets.</p>
History		<p>MAYAN CIVILISATION</p> <p>Use evidence to support ideas and facts Describe similarities and differences between people and events they have learnt about. Can identify a range of information from themes and events within History. Can make valid statements about similarities, difference and changes within topics/events. To understand and apply suitable historical vocabulary within their work.</p>	<p>INVADERS - Angles saxons and Jutes To understand why the invaders came and where they came from .the vikings in York, danegeld and the English kings.</p> <p>Use evidence to support ideas and facts Describe similarities and differences between people and events they have learnt about Describe how the past has affected us today Can identify a range of information from themes and events within History Can make valid statements about similarities, difference and changes within topics/events To understand and apply suitable historical vocabulary within their work</p>

		<p>Order significant events and dates on a timeline Describe main changes within a timeline, using all their previous learning and understanding. Can label different events and periods within History on their timeline. Asks and answers questions in detail using a range of sources which they can independently validate. Use sources to look at different versions of the same event</p>	<p>Order significant events and dates on a timeline Describe main changes within a timeline, using all their previous learning and understanding Can label different events and periods within History on their timeline Asks and answers questions in detail using a range of sources which they can independently validate Can understand why a range of sources supports a historical enquiry Use sources to look at different versions of the same event – eg Moon Landing Conspiracy? Know that people who represent the past aren't always accurate Can comment on the importance of cause and effects Communicate ideas and understanding through writing, drama, drawing, role-play and ICT</p>
<p>Geography</p>	<p>2. The World and continents: <i>Locate the worlds countries using maps. Identify position and significance of latitude, longitude, Equator, Hemispheres, artic and antartic circles</i></p> <p>3. Physical themes: <i>describe and understand key aspects of physical geography including; climate zones, biomes and vegetation belts</i></p> <p>5. Understanding places and connections: <i>understand geographical similarities and differences through the study of human and physical geography of a region in South America.</i></p>		<p>1. The UK and local areas: <i>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</i></p> <p>4.Human Themes: <i>describe and understand key aspects of human geography including: types of settlement and land use.</i></p>

	<p>6. Map and atlas work: Use maps atlases, globes and digital / computer mapping to locate countries and describe features. Use symbols and keys (incl OS maps) to build their knowledge of the UK and the wider world.</p>			<p>6. Map and atlas work: Use maps atlases, globes and digital / computer mapping to locate countries and describe features. Use symbols and keys (incl OS maps) to build their knowledge of the UK and the wider world.</p>
Art	<p>Printing <i>Mixing colours for mood and effect</i> <i>Shapes, lines and patterns</i> <i>Layers of 2 or more colours</i> <i>Replicating patterns in nature or environment</i> <i>Artist - William Morris</i> Develop 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. Mix colours effectively. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Replicate patterns observed in natural or built environments. Use layers of two or more colours. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Painting / Drawing <i>Mixing colours for mood and effect</i> <i>Pastels, chalks Shading and shadow</i> <i>Different lines for tone and texture</i> <i>Artist - Leonardo da Vinci</i> Develop 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. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Use different hardnesses of pencils to show line, tone and texture. Use shading to show light and shadow. Use hatching and cross hatching to show Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>		<p>Textiles <i>Shape and stitch - cross and back</i> <i>Colour fabric (details not block colour)</i> <i>Weavings with a range of materials</i> <i>Quilt or gather fabric</i> <i>Artist?</i> Develop 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. Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.</p>

<p>DT</p>	<p>Mechanisms: gears and pulleys</p> <p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products.</p> <p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Know how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>Start to evaluate their work both during and at the end of the assignment.</p>	<p>Structures electrical circuits... link to sound and light (ICT link to toy?)</p> <p>Understand how simple as well as more complex electrical circuits and components can be used to create functional products.</p> <p>Continue to learn how to program a computer to monitor changes in the environment and control their products.</p>	<p>Nutrition and Food</p> <p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>
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	Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.				
MFL	The number system and months - culture (christmas) les nombres 13-31. Les mois de l'année, joyeux noel(?)		Calendar - days and dates. Quelle est la date de ton anniversaire? Les jours de la semaine, Quelle est la date aujourd'hui	Weather, consolidation and assessment quel temps fait-il? Revisit the years learning! Assessment and review	
PHSE	SEAL: New beginnings Getting on and falling out Say no to bullying (linked to anti bullying week, 1 wk only) Money Week		SEAL: Going for goals Good to be me	SEAL: Relationships Changes Relationships and Sex Education Healthy Eating Week Feeling Good Week	
RE	Why do Christians call God 'Father'? Is Christian worship the same all around the world? Christmas		Judaism - What are important times for Jews? Why do Christians celebrate communion? Easter	What values to Sikhs have? How can we all live together in one world?	
PE	Orienteering Football/Netball Invasion Games		Gymnastics /Dance Hockey	Tennis/Cricket - striking and fielding Athletics	
Music Charanga	Mamma Mia Abba Music	Glockenspiel Stage 2 Language of music	Stop! Grime; writing lyrics Ukulele w/ Mrs Gillett	Lean on Me Gospel links to religious music	Blackbird Beatles - development of pop music & civil rights movement



Merstham
Primary School