

# Year 4: Autumn Term

<p style="text-align: center;"><b>English</b></p> <p><b>Autumn 1:</b> Text—George’s Marvellous Medicine by Roald Dahl</p> <ul style="list-style-type: none"> <li>● Use hot-seating to explore the thoughts and actions of a character</li> <li>● Use alliteration</li> <li>● Write a witness statement</li> </ul> <p>Poem—Little Red Riding Hood and the Wolf by Roald Dahl</p> <p><b>Autumn 2:</b> Text—The Lost Thing by Shaun Tan</p> <ul style="list-style-type: none"> <li>● Use similes and metaphors</li> <li>● Write a recount</li> <li>● Write a playscript</li> <li>● Write a persuasive e-mail</li> </ul> <p><b>Reading:</b> Across the term children will be using Comprehension Express. .</p>	<p style="text-align: center;"><b>Maths</b></p> <p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>● Place value</li> <li>● Addition and subtraction</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>● Measurement (area)</li> <li>● Multiplication and division</li> </ul>	<p style="text-align: center;"><b>Science</b> <b>Electricity</b></p> <ul style="list-style-type: none"> <li>● Identify common appliances that run on electricity.</li> <li>● Construct a simple series electrical circuit.</li> <li>● Identify whether or not a lamp will light in a simple series circuit.</li> <li>● Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>● Recognise some common conductors and insulators.</li> </ul> <p style="text-align: center;"><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>● Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>● Identify the different types of teeth in humans and their simple functions.</li> <li>● Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>● Circuits, eg, changing speed and direction, improve performance over time, etc (teacher)</li> <li>● Football (Aston Villa coach)</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>● Hockey (teacher)</li> <li>● Gymnastics (Aston Villa coach)</li> </ul>	<p style="text-align: center;"><b>Religious Education</b> Expressing Joy</p> <p style="text-align: center;">Being Thankful</p> <p style="text-align: center;">Being Reflective and Self-Critical</p> <p style="text-align: center;">Being Curious and Valuing Knowledge</p>
			<p style="text-align: center;"><b>Computing</b> <b>E-safety is recapped and built on each term.</b></p> <p><b>Multimedia Fact Files</b></p> <ul style="list-style-type: none"> <li>● Create a researched based fact file.</li> <li>● Plan and create fact files pages that are hyperlinked from the home page.</li> </ul> <p><b>Creating and Interrogating Databases</b></p> <ul style="list-style-type: none"> <li>● Discuss how information is collected and organised for use in a database.</li> <li>● Design a database, considering audience and purpose.</li> </ul>	<p style="text-align: center;"><b>Relationships and Health Education</b> British Values and Law—children know:</p> <ul style="list-style-type: none"> <li>● what is meant by mutual respect.</li> <li>● about democracy and how they can participate in the decision making.</li> </ul> <p>Healthy Relationships—children know:</p> <ul style="list-style-type: none"> <li>● the importance of permission-seeking and giving in relationships.</li> <li>● how to judge when a friendship is making them feel uncomfortable.</li> </ul>

<p style="text-align: center;"><b>Geography—South America: Brazil &amp; the Amazon</b></p> <ul style="list-style-type: none"> <li>● Identify the countries which form this continent.</li> <li>● Compare two South American countries: Chile and Brazil.</li> <li>● Know that the Amazon Rainforest is located in South America.</li> <li>● Rainforests are found between the Tropics of Cancer and Capricorn.</li> <li>● Know what ecosystems are and why they are important.</li> <li>● Understand the effects of deforestation.</li> </ul>	<p style="text-align: center;"><b>Art—Craft &amp; Design: Fabric of Nature</b></p> <ul style="list-style-type: none"> <li>● Using the flora and fauna of tropical rainforests as a starting point, develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</li> </ul>	<p style="text-align: center;"><b>History—The Romans</b></p> <ul style="list-style-type: none"> <li>● Learn about attempted invasions of Britain.</li> <li>● Know that Emperor Claudius invaded Britain in AD43.</li> <li>● People who lived in Britain before the Romans invaded were called Celts.</li> <li>● Know who Boudica was and why she led a revolt against the Romans.</li> <li>● Know that Constantine was the first Emperor to become Christian which enabled Christianity to grow.</li> <li>● Identify some of the legacies of the Romans.</li> </ul>	<p style="text-align: center;"><b>DT—Cooking &amp; Nutrition: Adapting A Recipe</b></p> <ul style="list-style-type: none"> <li>● work in groups to adapt and existing biscuit recipe whilst taking into account the cost of the ingredients and other expenses against a set budget.</li> </ul>
	<p style="text-align: center;"><b>Art—Painting &amp; Mixed Media: Light &amp; Dark</b></p> <ul style="list-style-type: none"> <li>● Develop skills in colour mixing focussing on using tints and shades to create a 3D effect.</li> <li>● Experiment with composition and apply painting techniques to a personal still life piece.</li> </ul>		<p style="text-align: center;"><b>DT—Structure: Pavilions</b></p> <ul style="list-style-type: none"> <li>● Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</li> </ul>
<p style="text-align: center;"><b>Music—Body &amp; Tuned Percussion</b></p> <ul style="list-style-type: none"> <li>● Children will learn to play the fifes with Mr Holmes.</li> <li>● If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—Phonetics &amp; Presenting Myself</b></p> <ul style="list-style-type: none"> <li>● Using videos and songs, children to learn the first 10 essential Spanish sound phonemes.</li> <li>● Revise basic greetings.</li> <li>● Consolidate numbers 1-10 and progress to 11-20 in Spanish.</li> <li>● Say how old they are and say where they live.</li> </ul>	<p style="text-align: center;"><b>Music—Rock &amp; Roll</b></p> <ul style="list-style-type: none"> <li>● Children will learn to play the fifes with Mr Holmes.</li> <li>● If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—My Family</b></p> <ul style="list-style-type: none"> <li>● Recognise how to read, say and spell different family members.</li> <li>● Ask someone, in Spanish, if they have siblings.</li> <li>● Discuss their own family in Spanish.</li> <li>● Say numbers 1-100 in Spanish and use this knowledge to say how old their family members are.</li> </ul>

# Year 4: Spring Term

<p style="text-align: center;"><b><u>English</u></b></p> <p><b><u>Spring 1:</u></b> Text—Arthur and The Golden Rope by Joe Todd-Stanton</p> <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Write a diary entry</li> <li>● Persuasive letters</li> </ul> <p><b><u>Spring 2:</u></b> Text—A Midsummer Night’s Dream by William Shakespeare</p> <ul style="list-style-type: none"> <li>● Use fronted adverbials to improve my writing</li> <li>● Use a thesaurus to improve my word choice</li> <li>● Write from a character’s viewpoint</li> </ul> <p>Poem—The Pied Piper of Hamelin by Robert Browning</p> <p><b><u>Reading:</u></b> Across the term, children will be reading a range of texts to develop their comprehension skills.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b><u>Spring 1:</u></b></p> <ul style="list-style-type: none"> <li>● Multiplication and division</li> <li>● Measurement (length and perimeter)</li> </ul> <p><b><u>Spring 2:</u></b></p> <ul style="list-style-type: none"> <li>● Fractions</li> <li>● Decimals</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>● Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>● 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).</li> <li>● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>● Circuits, eg, understanding the effects of aerobic and anaerobic exercises (teacher)</li> <li>● Dance (Aston Villa coach)</li> </ul> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>● Tag rugby (teacher)</li> <li>● Basketball (Aston Villa coach)</li> </ul>	<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p style="text-align: center;">Being Modest and Listening to Others</p> <p style="text-align: center;">Cultivating Inclusion, Identity and Belonging</p> <p style="text-align: center;">Being Merciful and Forgiving</p> <p style="text-align: center;">Responding To Suffering</p>
		<p style="text-align: center;"><b><u>Computing</u></b></p> <p style="text-align: center;"><b>E-safety is recapped and built on each term.</b></p> <p><b><u>Understanding Computer Technology</u></b></p> <ul style="list-style-type: none"> <li>● Understand what a computer is made up of, how the components all work together, to provide access to the technology we use.</li> </ul> <p><b><u>Digital Literacy—Project Evolve</u></b></p> <ul style="list-style-type: none"> <li>● Managing online information</li> <li>● Privacy and settings</li> <li>● Copyright and ownership</li> </ul>	<p style="text-align: center;"><b><u>Relationships and Health Education</u></b></p> <p style="text-align: center;">Keeping Myself Safe—children know:</p> <ul style="list-style-type: none"> <li>● that each person’s body belongs to them.</li> <li>● facts about legal and illegal harmful substances.</li> <li>● about safe and unsafe exposure to the sun.</li> <li>● how to critically consider their online friendships.</li> </ul>	

<p style="text-align: center;"><b>Geography—My Cultural Identity</b></p> <ul style="list-style-type: none"> <li>● Know what is meant by our ‘cultural identity’.</li> <li>● Locate the countries their families originate from on a world map.</li> <li>● Know what a family tree is and draw their own.</li> <li>● Identify geographical facts about their family’s country/countries of origin.</li> <li>● Understand how the foods we eat and clothes we wear help to shape our own cultural identity.</li> <li>● Use the 8 points of a compass to describe the position of one country in relation to another.</li> </ul>	<p style="text-align: center;"><b>DT—Digital World: Mindful Moments Timer</b></p> <ul style="list-style-type: none"> <li>● Write a program that displays a timer on the virtual micro: bit based on their chosen seconds/minutes.</li> <li>● Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own.</li> <li>● Evaluate the product using feedback from the user.</li> </ul>	<p style="text-align: center;"><b>History—The Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>● Learn who the Anglo-Saxons were and where they came from?</li> <li>● Know why the Anglo-Saxons invaded Britain.</li> <li>● Understand the difference between the terms ‘invade’ and ‘settle’.</li> <li>● Know what life was like for the Anglo-Saxons, eg, homes, law, justice, etc.</li> <li>● Know who King Alfred the Great and Athelstan were.</li> <li>● Understand the influence on Christian conversion.</li> </ul>	<p style="text-align: center;"><b>Art—Drawing: Power Prints</b></p> <ul style="list-style-type: none"> <li>● Using mechanical engravings as a starting point, develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</li> </ul>
<p style="text-align: center;"><b>Music—Changes in Pitch, Tempo &amp; Dynamics</b></p> <ul style="list-style-type: none"> <li>● Children will learn to play the flutes with Mr Holmes.</li> <li>● If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—Goldilocks</b></p> <ul style="list-style-type: none"> <li>● Recap the story in English first if necessary, then listen to the PowerPoint which tells the story in Spanish.</li> <li>● Read some words in Spanish and match to picture cards.</li> <li>● Retell the story using picture prompts (if required) and Spanish phrase cards.</li> </ul>	<p style="text-align: center;"><b>Music—Haiku, Music &amp; Performance</b></p> <ul style="list-style-type: none"> <li>● Children will learn to play the flutes with Mr Holmes.</li> <li>● If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—In The Classroom</b></p> <ul style="list-style-type: none"> <li>● Recognise, read and spell twelve classroom items.</li> <li>● Ask, ‘What is in your pencil case?’ in Spanish and be able to answer appropriately.</li> <li>● Say what they do not have in their pencil case.</li> </ul>

# Year 4: Summer Term

<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Summer 1:</b> Text—My Name Is Not Refugee by Kate Milner</p> <ul style="list-style-type: none"> <li>• Write a diary</li> <li>• Write a non-chronological report</li> <li>• Write a story</li> <li>• Edit and improve my writing</li> </ul> <p><b>Summer 2:</b> Text—The Lion, The Witch and The Wardrobe by C. S. Lewis</p> <ul style="list-style-type: none"> <li>• Use a variety of word classes and expanded noun phrases to improve my writing</li> <li>• Plan and write a first person narrative description</li> </ul> <p>Poem—Jaberwocky by Lewis Carroll</p> <p><b>Reading:</b> Across the term, children will be reading a range of texts to develop their comprehension skills.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Measurement (money)</li> <li>• Measurement (time)</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>• Geometry (shape)</li> <li>• Statistics</li> <li>• Geometry (position and direction)</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p style="text-align: center;"><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Athletics (teacher)</li> <li>• Swimming (13th May to 24th May - 10 sessions)</li> <li>• Outdoor and adventurous activities (Aston Villa coach)</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Rounders (teacher)</li> <li>• Tennis (Aston Villa coach)</li> </ul>	<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p style="text-align: center;">Living By The Rules</p> <p style="text-align: center;">Being Temperate, Self-Disciplined and Seeking Contentment</p> <p style="text-align: center;">Being Imaginative and Exploratory</p> <p style="text-align: center;">Appreciating Beauty</p>
		<p style="text-align: center;"><b><u>Computing</u></b></p> <p style="text-align: center;"><i>E-safety is recapped and built on each term.</i></p> <p><b>Scratch Programming Part 1</b></p> <ul style="list-style-type: none"> <li>• Pupils will use various inputs and outputs to make Sprites move, change size or play sounds. They will also learn how to use 'broadcast' as a conditional input.</li> </ul> <p><b>On The Move With Programming Part 2</b></p> <ul style="list-style-type: none"> <li>• Introduce movement blocks to animate sprites, changing backgrounds and using conditionals statements if..Then..</li> </ul>	<p style="text-align: center;"><b><u>Relationships and Health Education</u></b></p> <p>My Healthy Body—children know:</p> <ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of sufficient good quality sleep.</li> </ul> <p>Recap anything covered this year in RHE that needs consolidating.</p>	

<p style="text-align: center;"><b>History—The Vikings</b></p> <ul style="list-style-type: none"> <li>• Know who the Vikings were and where they came from.</li> <li>• Understand why the Vikings invaded Britain.</li> <li>• Learn about the effects of the Viking invasion on Anglo-Saxon England.</li> <li>• Know the significance of Viking settlements.</li> <li>• Know how the Vikings changed England.</li> </ul>	<p style="text-align: center;"><b>DT—Mechanical Systems: Making A Slingshot Car</b></p> <ul style="list-style-type: none"> <li>• Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</li> </ul> <p style="text-align: center;"><b>DT—Textiles: Fastenings</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate a range of existing fastenings.</li> <li>• Devise a list of design criteria to design, generate templates and make a fabric book sleeve.</li> </ul>	<p style="text-align: center;"><b>Geography—Exploring My Local Area</b></p> <ul style="list-style-type: none"> <li>• Locate Birmingham on a map of the United Kingdom.</li> <li>• Know what 6 and 6-figure grid references are and how to use them.</li> <li>• Understand why maps use symbols and keys.</li> <li>• Identify the physical and human features of Birmingham.</li> <li>• Understand Birmingham's topography and how this has changed over time.</li> <li>• Know how to measure, record, present and interpret data.</li> </ul>	<p style="text-align: center;"><b>Art—Sculpture &amp; 3D: Mega Materials</b></p> <ul style="list-style-type: none"> <li>• Explore how different materials can be shaped and joined.</li> <li>• Learn about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and use this knowledge to create their own sculptures.</li> </ul>
<p style="text-align: center;"><b>Music—Samba &amp; Carnival Sounds</b></p> <ul style="list-style-type: none"> <li>• Children will learn to play the flutes with Mr Holmes.</li> <li>• If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—At The Café</b></p> <ul style="list-style-type: none"> <li>• Learn how to order from a selection of foods and drinks from a Spanish menu.</li> <li>• Ask for the bill.</li> <li>• Order a Spanish breakfast and typical Spanish snacks.</li> <li>• Recap how to say hello, goodbye, please and thank you.</li> </ul>	<p style="text-align: center;"><b>Music—Adapting &amp; Transposing Motifs</b></p> <ul style="list-style-type: none"> <li>• Children will learn to play the flutes with Mr Holmes.</li> <li>• If there are any sessions Mr Holmes cannot teach, the children will have lessons based on the Music theme for this half term.</li> </ul>	<p style="text-align: center;"><b>Spanish—What Is The Weather?</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall nine different phrases about the weather in Spanish.</li> <li>• Take part in an extended reading and listening task related to the weather.</li> <li>• Read a weather map in Spanish.. Consolidate their learning by role-playing being weather presenters.</li> </ul>