

Subject Year 4	Autumn 1	Autumn 2
English	Narrative unit –myths Poetry – vocabulary Take one book - Spiderwick Chronicles ’-linked to science unit	Non-fiction – reports Poetry – riddles Take one book - ‘Christophe’s Story’
Numeracy	See additional document	
Science	<u>Living things and their habitats</u> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things Use of Wild life area/Magnifiers/hand helds	<u>Animals including humans</u> Describe the simple functions of the basic parts of the Digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains identifying producers, predators and prey.
Working scientifically to include	Use and make simple guides or keys to explore and identify local plants and animals; make a guide to local living things; raise and answer questions based on their observations of animals	Compare teeth and suggest reasons for differences; how to look after teeth; research the digestive system
Geography	<u>Locational knowledge</u> <u>Rising Stars Unit 2 Upper KS 2:Where should we go on holiday?</u> Locate the world’s countries, using maps to focus on Europe (including Russia) concentrating on environmental regions, key human and physical features, countries and major cities. <u>Place knowledge</u> <u>Human and physical</u> Physical- rivers, mountains, climate zones, volcanoes and earthquakes Human- types of settlement and land use; economic activity including trade links; distribution of natural resources including energy, food, minerals and water <u>Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, four grid references, symbols and key to build their knowledge of UK 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 Walk to school week- October	
	HOW ANIMALS ADAPT TO THEIR ENVIRONMENTS	
History		<u>Britain’s settlement by Anglo Saxons and Scots</u> <u>Understand Chronology</u> <i>Use Historical terms and a range of sources</i> <u>Overview Study</u> <i>Why did Romans withdraw from Britain in AD 410 and why did the Roman Empire fall?</i> <i>Who were the Scots? Why and where did they invade?</i> <i>Who were the Anglo Saxons and where did they</i>

		<p>come from?</p> <p><u>Depth study:</u> <i>What was life like for the Anglo Saxons- including art/culture, Laws and justice, kingdoms, place names and village life</i> Christian conversion- eg Lindisfarne-and Canterbury</p>
History		<i>Link to Rising Stars Voyagers – Unit 6: is it better to be a child now or in the past?</i>
Art skills	<p>Drawing – create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of painting</p> <p>KANDINSKI</p> <p>Anglo Saxon Art and Culture jewellery/helmets Sutton Hoo</p>	
D.T.	<p><u>Cooking and nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet to prepare dishes eg:</p> <ul style="list-style-type: none"> • pizza cheese scones • Grow courgettes for pizza from allotment <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><u>Design</u> –use research and develop design criteria to inform the design of innovative, functional, appealing products using annotated sketches, prototypes etc</p> <p><u>Make</u> select from a wider range of materials/tools</p> <p><u>Evaluate</u>-investigate a range of existing products, use a design criteria</p> <p><u>Technical knowledge</u>- understand and use mechanical systems eg cams, levers and linkages</p>
DT Skills		Xmas card with moving parts
PE (2 sessions a week)	Tag -rugby Gymnastics	Basketball Swim
I.C.T.	<p><u>Programming and games</u></p> <p>To understanding the simulations provide environments which mimic the real world. To understand that we use logical reasoning to understand the rules within simulations.</p>	
Independent Task	<p>Design an algorithm for an onscreen programming task which includes repeat functions and procedures. Use programming language to write a program. Test, debug and refine the program.</p>	
Music	<p>Exploring rhythmic patterns</p> <p>Wopps- Strings Harvest songs</p>	<p>Exploring arrangements</p> <p>Christmas songs Wopps- Strings</p>
R.E.	<p>BELONGING</p> <p>HINDU TEACHING ABOUT GOD</p> <p>One God who takes many forms</p> <p>WORSHIP IN A HINDU HOME?</p> <p>In the home, a Hindu shrine Worship in a Hindu family</p>	<p>CHRISTMAS</p> <p>No room at the Inn Feeling accepted or rejected Christmas</p>
Languages	French	French
PSHE/SEAL	<p>New beginnings Taking part</p>	<p>Getting on/Falling out Bullying</p>