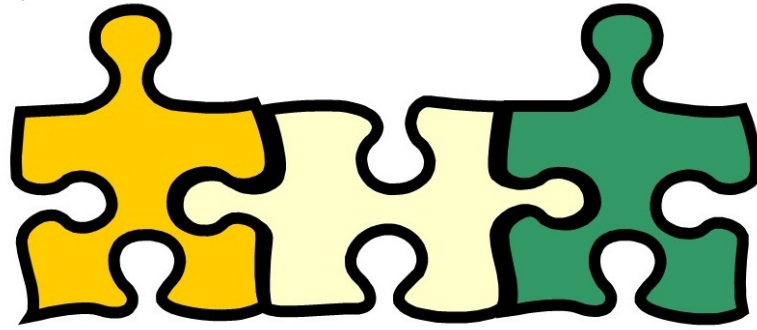


William Davies



Together we achieve more

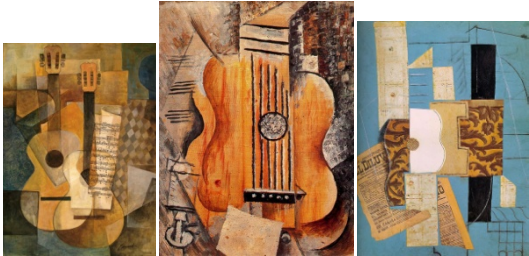

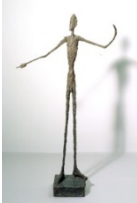
Year 4

Curriculum

Year 4	Do we need robots?	Why was the Nile important in Ancient Egypt?	What is the most important living thing? <i>(Settlements by Anglo Saxons and Scots)</i>
Y4 English	Fantasy Fiction Nonsense Poetry Non-Chronological Report	Recount Writing Diamante Poetry Mystery Fiction	Information Writing Ballade Poetry Adventure Fiction
Y4 Maths	Maths-no problem! Chapters 1-4	Maths-no problem! Chapters 5-8	Maths-no problem! Chapters 9-14
Y4 Science	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify common appliances that run on electricity <input type="checkbox"/> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <input type="checkbox"/> identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery <input type="checkbox"/> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <input type="checkbox"/> recognise some common conductors and insulators, and associate metals with being good conductors. <p>Sound</p>	<p>States of matter Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare and group materials together, according to whether they are solids, liquids or gases <input type="checkbox"/> 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) <input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>All living things Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups <input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the simple functions of the basic parts of the digestive system in humans <input type="checkbox"/> identify the different types of teeth in humans and their simple functions <input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and prey.

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how sounds are made, associating some of them with something vibrating <input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it <input type="checkbox"/> find patterns between the volume of a sound and the strength of the vibrations that produced it. 		
<p>Y4 History</p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> *Can I place events, people and changes into correct periods of time? * Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade? *Can I identify the characteristic and features of the? *Can I identify the social, cultural, religious and ethnic diversity in Britain and the wider world? * Can I identify and describe reasons for the historical events? * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I research information about the events, people and changes studied from? (E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites) 	<p>Anglo-saxons and Scots</p> <ul style="list-style-type: none"> *Can I place events, people and changes into correct periods of time? * Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade? *Can I identify the characteristic and features of the? *Can I identify the characteristic and features of the? *Can I identify the social, cultural, religious and ethnic diversity in Britain and the wider world? * Can I identify and describe reasons for the historical events? * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I research information about the events, people and changes studied from? <p>(E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)</p>

		<ul style="list-style-type: none"> * Can I ask and answer questions on ...? (E.g. role-play, hot seating, quizzes, research etc.) * Can I write questions and answers on..? * Can I select and record relevant information on ...? *Can I organise, recall and select historical information? * Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?. 	<ul style="list-style-type: none"> * Can I ask and answer questions on ...? (E.g. role-play, hot seating, quizzes, research etc.) * Can I select and record relevant information on ...? *Can I organise, recall and select historical information? * Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?.
<p style="text-align: center;">Y4 Geography</p>		<p>Can I locate European countries (including Egypt) and the U.K on map/globe/atlas? Can I explain the water cycle? (Posters, models, quizzes, drawings, power points etc) *Can I describe the weather patterns in? Identify key physical features of the Nile. Identify the key human characteristics of a Ancient Egypt and its major city Look at the weather</p>	<p>Place knowledge <input type="checkbox"/> 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"> *Can I explain why people settled in area? *Can I identify the key human characteristics of a country/major city? (Link to the area they are covering in their big question.) *Can I present information I have collected about the human geography of...? (Link to topic area being studied) (Posters, models, quizzes, drawings, power points graphs etc) *Can I identify the key physical features of ? *Can I show the key physical features of ...? (Cities, towns, farming, industries, land use etc) (Poster, Power point, drawings, verbal presentation, quiz etc) *Can I sketch a map of ..? (Settlement area etc)

<p style="text-align: center;">Y4 Computing</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Programming using Scratch (Programming)</td> </tr> <tr> <td style="padding: 5px;">Giving Instructions using Lego WeDo (Adapt from NPW plans)</td> </tr> </table>	Programming using Scratch (Programming)	Giving Instructions using Lego WeDo (Adapt from NPW plans)	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Creating pictures using Dazzle (NPW)</td> </tr> <tr> <td style="padding: 5px;">Handling Data using Junior Viewpoint (NPW)</td> </tr> </table>	Creating pictures using Dazzle (NPW)	Handling Data using Junior Viewpoint (NPW)	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Word Processing using Word (Adapt from NPW)</td> </tr> <tr> <td style="padding: 5px;">Computing unit may be continued from previous half-term or extended if required.</td> </tr> </table>	Word Processing using Word (Adapt from NPW)	Computing unit may be continued from previous half-term or extended if required.
Programming using Scratch (Programming)									
Giving Instructions using Lego WeDo (Adapt from NPW plans)									
Creating pictures using Dazzle (NPW)									
Handling Data using Junior Viewpoint (NPW)									
Word Processing using Word (Adapt from NPW)									
Computing unit may be continued from previous half-term or extended if required.									
<p style="text-align: center;">Y4 Art & Design</p>	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Artist study 1: Pablo Picasso (cubist)</p> <p>Links to: Music (ukelele) / Science (sound)</p> <p>Media: sketching pencils/ ready mix paint/ collage</p> 	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Artist study 2: Vincent van Gogh (post-impressionist)</p> <p>Links to: Egyptians</p> <p>Media: paint, oil pastels</p> 	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Artist study 3: Alberto Giacometti</p> <p>and/ or</p> <p>Artist Study 4: Keith Haring</p> <p>Links to: Humans and Living things (science)</p> <p>Media: sculpture materials- art straws, newspaper, tin foil, masking tape.</p> <p>Media: Oil pastels</p> 						

Y4 Design Technology

Construction (+electricity): Iron Man Toy

Purpose: To design and make an Iron Man toy with light up eyes. (for ages 8+)

Links to : Science, electricity

Children have evaluated existing products (robot toys).
 Have made working circuits.
 Have discussed the design criteria for the model (desired/ essential features).
 Have discussed how lightbulbs can be used in a model of Iron Man and planned how to connect the circuit safely.
 Have designed their own model.
 Have annotated sketches.
 Have selected materials that will give the best finish.
 Have evaluated their own work and that of others, referencing the design criteria.

Levers: Storybooks

Purpose: To design a page for an adventure story book aimed at 5-6 year olds.

Links to: English

Children have looked at and discussed a range of pop-up/lever books.
 Have made prototypes of several lever mechanisms and evaluated their effectiveness.
 Have planned a page for an adventure story.
 Have annotated their designs, including notes about where textiles (felt) can be used for added effect.
 Have used a computer program (Dazzle?) to produce the finished page.
 Have evaluated their own work, as well as the work of others.

Y4 P.E.

AUT1

Games
 Badminton
 Net & wall games
 VS unit 1

Dance
 Electricity
 VS unit 2

SPR1

Dance
 Giraffes Can't
 Dance
 VS unit 1

Swimming

SUM1

Games
 Cricket
 Striking & fielding
 games
 VS unit 4

Dance
 The
 Rainforest
 VS unit 3
 (year 6)

AUT2

Games
 Basketball
 Invasion Games

Gym
 Balance
 VS unit 1

SPR2

Gym
 Receiving Body
 Weight

Swimming

SUM2

Athletics
 Preparation for
 sports day

Gym
 Balancing
 leading into

	VS unit 3	VS unit 2	Tops Cards Orienteering Problem Solving & Inventing Games VS unit 2	change of face & direction VS unit 3
Y4 Music	Singing Lessons Ukulele Tuition	Singing Lessons Ukulele Tuition	Singing Lessons Ukulele Tuition	
Y4 P.S.H.E.	Jigsaw Units: Dreams and Goals + Healthy Me	Jigsaw Units: Celebrating Difference + Being me in my world	Jigsaw Unit: Relationships + Changing Me	
Y4 R.E.	What happens when someone gets married? What makes me the person I am?	What religions and world views are represented in our neighbourhood? Why is Easter important to Christians?	How and why do Hindus worship at home and in the Mandir? Why is the Bible special for Christians?	
Y4 Visits & visitors	Science museum - electricity Legoland - robots	British Museum (book early)	Kew Gardens London Zoo – animal workshop The Living Rainforest	
Y4 Experiences	Visit a theme park Chess	Easter Assembly Chess	Visit a stately home garden Chess Swimming	

Purple indicates new for 2016/17