Year 4

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What are stories and why are they important?	What was the impact of the Roman Empire on Britain?	What is the difference between sound and noise?	Were the Vikings invaders or settlers?	Why do we need to keep our rivers and coasts clean?	Why is Andalusia such a popular holiday destination?
STEM	**Maths**					
	Place Value Children will represent and partition numbers to 10,000 and find 1, 10, 100, 1000 more or less than a given number. They will estimate, compare and order numbers to 10,000 and round to the nearest 10, 100 or 1000. **Addition and Subtraction** Children will add and subtract 1s, 10s, 100s and 1,000s. They will add and subtract two 4-digit numbers without and with exchanging. They will practise estimating answers and using checking strategies.	**Measurement: Area** Children will learn that area is the amount of space taken up by a two-dimensional shape or surface. They will count squares to find area, make shapes with a given number of squares and compare different areas. **Multiplication and division** Children will start by revisiting multiples of 3 before moving on to those of 6 and 9. They will then look at all remaining times tables facts.	**Multiplication and division** Working with their multiplication facts, children will explore factor pairs. They will multiply and divide by 10 and 100. After looking at informal methods, they will then use written methods for multiplication and division. **Length and Perimeter** Children will learn about measuring in metres and kilometres, including equivalent measures. They will then learn about perimeter and count and calculate perimeters of shapes and missing lengths.	**Fractions** After work on understanding the whole, children will count in fractions beyond 1. They will then work with mixed, improper and equivalent fractions. Learning will then move to adding and subtracting fractions with the same denominator. **Decimals** Learning about decimals will begin with looking at tenths as decimals and dividing numbers by 10. This will then be repeated with hundredths.	**Decimals** Children will make a whole with tenths and hundredths. They will partition, compare and order decimals and round them to the nearest whole number. They will look at halves and quarters as decimals. **Money** Children will write money as decimals, converting between pounds and pence. They will estimate, calculate and solve problems involving money. **Time** After looking at the many different units of time, children will learn about analogue and digital time and convert between 12 and 24	**Shape** After identifying angles as turns, children will identify, compare and order angles. They will look at properties of triangles, squares and other polygons, including lines of symmetry. **Statistics** Children will look at charts, comparing data and finding the sum and difference. They will interpret and draw line graphs. **Position and Direction** Children will describe positions using coordinates, then plot coordinate and draw 2D shapes on a grid. They will translate shapes and describe translations.
	Science					
	States of Matter Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled.	**Animals including humans** Children will learn to describe the simple functions of the digestive system in humans. Learning about teeth will include identifying different teeth in humans and naming their functions, knowing how to keep teeth healthy and identifying and comparing teeth of carnivores, herbivores and omnivores. They will construct and interpret a variety of food chains identifying producers, predators and prey.	**Sound** Children will identify how sounds are made, associating some of them with something vibrating and those vibrations traveling to the ear. They will find patterns between pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sound gets fainter as the distance from the sound source increases.	**Electricity** After identifying common appliances that run on electricity, children will construct simple series electrical circuits, identifying and naming its basic parts. They will identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. They will make and investigate switches and recognise some common conductors and insulators.	**Water cycle** **Children will r**ecap of states of matter linked to the geography learning about the water cycle, including evaporation, condensation, precipitation. Investigation will demonstrate the part played by evaporation and condensation in the water cycle.	**Living Things** Children will be introduced to the idea of classification, seeing that living things can be grouped in different ways and using classification keys. While identifying and naming a variety of living things, they will recognise that environments can change, and this can sometimes pose dangers to living things.
	Computing					
	The Internet Children will explore how networks physically connect with each other and how networked devices make up the internet. They will see how websites can be shared via the World Wide Web (WWW) and describe how this is created and accessed, including looking at the consequences of unreliable content.	**Repetition in shapes** Children will identify that accuracy in programming is important and create a programme in a text-based language. They will modify a count-controlled loop to produce a given outcome; decompose a task and create a programme to produce a given outcome.	**Audio production** Children will identify that sound can be recorded and explain how these can be edited. They will recognise the different parts of creating a podcast and add audio to enhance their podcast.	**Data logging** Children will explain that data over time can be used to answer questions and use digital devices to collect data automatically. They will use data loggers to collect data and use computers to analyse data. They will also use data to answer questions.	**Photo editing** Children will explain that the digital composition and colour of digital images can be changed. They will explain how cloning can be used in photo editing and that images can be combined. Finally, they will create, edit and improve images.	**Repetition in games** Children will develop the use of count-controlled loops in different programming environments and explain that there are infinite options. They will develop a design and modify it.
	D.T.					
		Food: Healthy and varied diet Children will use the 'Eatwell Plate' to investigate food products, as well as carrying out sensory investigations. They will use a range of utensils and techniques to prepare ingredients. They will design their main healthy sandwich or wrap product, planning the stages needed and preparing the product, evaluating as they go and considering improvements.		**Electrical systems: Simple circuits and switches** Linked to their science learning, children will investigate battery powered products. They will look at examples of switches and discuss input devices. They will respond to the purpose of a noise-making toy and develop their own game such as a "steady hand game", considering the main stages in making before assembling, testing and evaluating.	**Textiles: 2D shape to 3D product** Bag linked to topic: reusable shopping bag from recycled fabric Children will investigate a range of textile products linked to their intended outcome: a fabric shopping bag. They will practise sewing two pieces of fabric together, using a range of stiches. They will choose from a range of fabrics and practise finishing techniques. After sketching and planning the stages of making, children will assemble their product.	
	History					

Humanities	**Ancient Rome** Children will explore the expansion of Rome from a city to an empire. They will identify and describe the reasons for Rome's growth, such as strategic alliances, military conquests and infrastructure development. The results of these events, including cultural integration and administrative changes, will also be examined. The similarities and differences between Rome and other ancient empires will be examined.	**Roman Britain** Children examine the history of Roman Britain, focusing on the changes and continuities that occurred during this period. They will compare Roman Britain with other times in British history to understand the similarities and differences that exist. This will involve exploring aspects such as society, culture, governance, and infrastructure.	**Anglo-Saxons** Children will use historical enquiry to explore the Anglo-Saxons to answer questions, such as "Why did the Anglo-Saxons invaded?" and "How can we trace their settlements?". They will examine historical evidence and explore the transformation brought about by the arrival of Christianity in Britain while exploring how we can verify these changes through historical sources.	**Vikings** The children will explore the Vikings, honing their skills in understanding how the past is represented and interpreting historical events. They investigate the Viking era, focusing on recent excavations that have reshaped our understanding, with a particular emphasis on Jorvik. Through the examination of archaeological discoveries and historical narratives, they piece together the complex story of the Vikings' presence in Britain.		
	Geography					
				Types of settlements in modern Britain Children will deepen their understanding of human geography through the study of various settlements - from hamlets to cities, learning about their characteristics. They'll investigate how geographical features influence settlement locations and growth. Their map skills will be further developed as they identify and classify settlements, and they'll use fieldwork to study local settlements.	**Rivers and coasts** Building on work on the River Nile in Year 3, children will follow the journey water takes along a river to the sea, from source to mouth. They will learn about the formation and features of rivers and coasts, and how they are connected. Work will link to learning about the water cycle in science.	**Contrasting area of Europe: Andalusia** After using maps to focus on the continent of Europe, identifying countries, capital cities, seas and major rivers, children will focus on Andalusia in Spain. As a coastal area, this will build on the previous geography topic, as children investigate the impact of its climate and coastal location on Andalusia's inhabitants. They will identify why people might travel to Andalusia and how they could get there. They will draw comparisons between Andalusia and Greater London and how children live in these two areas
	RE					
	Christianity 6: Christian Places of Worship Children will learn about special places for Christians and different types of Christian places of worship. They will find out about reasons why Christians pray and the Lord's Prayer, as well as the important role of The Bible in Christian services.	**Christianity 7: Christian Celebrations** Children will find out about how the Church has its own calendar with special names for certain times of the year such as times associated with Jesus' life (Christmas and Easter); times of reflection (Advent and Lent); sharing the Lord's Supper and Pentecost.	**Judaism 1:** **Shabbat: A day of rest** Children will learn about the importance of Shabbat (the Sabbath Day) for Jews as a day of rest and joy for remembering God creating and resting. They will learn about what happens on Shabbat, how Jews attend synagogue for prayer with the community on Shabbat and Havdalah and the end of Shabbat.	**Judaism 2:** **Festivals in Jewish life** Children will learn about: - Succot (Sukkoth), the festival of Tabernacles celebrated at home and in the Synagogue. - Passover (Pesach) which recalls Moses and the Exodus from Egypt. - Hanukkah which recalls the story of the miracle of the oil.	**Buddhism 3: Following the Buddha's Teaching** Children will learn that for Buddhists, the Buddha is the perfect example of what people can become. They will find out about the Noble Eightfold Path, symbols, and hear a story that illustrates Buddhist values – The Monkey King. They will learn that all Buddhists try to learn and practice the Dharma, which is the teaching and practice that leads to awakening.	**Buddhism 4:** **The Buddhist community worldwide** Children will learn about the Sangha and the five precepts of Buddhism. They will learn that some Buddhists live as monks and nuns while others meditate and practice Buddhism in their ordinary lives. They will find out about places of Buddhist pilgrimage and their significance, as well as Vaisakha Puja or Vesak/ Wesak, the festival remembering the life, enlightenment and teaching of the Buddha
The Arts	**Art**					
	Storytelling Through Art	**Time Values and Rhythmic Composition** Children will be learning about the music pulse and rhythm. They will be introduced to composing using rhythmic notation, and they will learn how to perform different rhythmic patterns before composing their own rhythmic patterns.	**Exploring Still Life** Children will make a sensory drawing using a pencil, making marks on the page without having a predefined outcome. They will explore the work of an artist who creates artwork inspired by pattern. They will work in their sketchbooks to explore how they can make drawings inspired by "rules." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes.			**Sculpture, Structure, Inventiveness and Determination** Children will experiment with different materials and be encouraged to take creative risks in their work. They will use a variety of drawing materials to make experimental drawings based upon observation. They will construct with a variety of materials to make a sculpture.
	Music					
	Time Values and Rhythmic Composition Children will be learning about the music pulse and rhythm. They will be introduced to composing using rhythmic notation, and they will learn how to perform different rhythmic patterns before composing their own rhythmic patterns.	**Christmas Production** Practicing for the Christmas performances, learning how to sing accurately and in tune.	**Ukulele** Children will learn how to play the ukulele. They will learn how to hold and stroke and well as forming and moving to different chords.	**Ukulele** Children will carry on practicing playing the ukulele and moving to different chords as they become more confident.	**Glockenspiels** Children will learn how to recognise notes on the stave and how to make a sound on the glockenspiel. Children will learn how to play simple tunes on the glockenspiels using their knowledge of the notation they have learned.	
	PSHE					

Wellbeing	**Keeping/Staying Safe: Cycle Safety** Cycle Safety looks at distractions on the road and how our actions can cause others harm. **Computer Safety: Online Bullying** Online Bullying looks at the actions we can take if we feel like we are being bullied online. *Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities*	**Keeping/Staying Healthy: Healthy Living** Healthy Living looks at how certain types of food can affect our performance in a sports event.	**A World Without Judgement: Breaking Down Barriers** Breaking down Barriers explores removing barriers and supporting those who have physical disabilities. **First Aid** This topic looks at breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis, and choking.	**Feelings and Emotions: Jealousy** Looking at how the feeling of jealousy can arise when someone new is introduced to a friendship group.	**Growing and Changing: Appropriate Touch (Relationships)** Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable. **RSHE** Changes What is Puberty? Healthy Relationships	**Being Responsible: Coming Home on Time** Coming Home on Time looks at rules and guidelines children may have to follow. **The Working World: Chores at Home** Chores at Home explores the responsibilities that children may have now and in the future.
	P.E. (Outdoor/Indoor) **NB: indoor PE is done on a rotational basis as each class gets a term of dance**					
	Outdoor Adventure Children will learn to use a key; plan to lay out a course and be able to use a key to follow a map. This will lead on to them being able to add keys to their maps. They will develop their knowledge of following directions using 8 compass points and understand of co-ordinates so they can describe a point on a map, giving each other co-ordinates to follow. The children will use different ways of communication with their peers to help them achieve a goal.	**Basketball** Children will learn to move, dribble and bounce a basketball with control. They will pass the ball in a variety of ways and perform stops and pivots. Alongside, they will learn the rules of a basketball game and develop sportsperson-ship.	**Multi skills** Children will build on their knowledge of agility, balance and co-ordination (A, B, C) and learn to balance confidently using various equipment and body parts. Working on an agility focus, they will change direction at speed with good technique and being able to co-ordinate their body efficiently to perform a combination of movements. This will develop the children's ability complete a variety of fitness tests confidently and achieve personal bests.	**Kwik Cricket** Children will work on rolling the ball with one hand and stopping the ball from a different direction. They will use the barrier method to stop the ball and learn to bowl at a wicket using underarm/overarm with accuracy and control. The children will learn the technique to throw and catch under pressure in games, where they need to communicate as a team. Children will be encouraged to think of tactics when striking and fielding and put all skills learnt to have mini and whole class games.	**Athletics** Children will learn a variety of different athletic activities based around sports day. They will learn to pump/swing their arms fast (hip to lip) when running, keep their heads still and their bodies upright. Children will aim to react quickly and sometimes accelerate over short distances, reacting quickly while accelerating over short distances.	**Tennis** Children will work on moving with balance and control to catch a ball. They will develop how to hit a ball into a target from a variety of distances/angles with no bounce. They will learn to hit/bounce a tennis ball on racket when moving including hitting the ball in forehand/ backhand position with drop feed. Children will be encouraged to think of tactics and skills learnt whilst playing in game situations.
	Gymnastics (if not dance) Children will practise a variety of shapes with good control when performing various skills. They will perform various jumps and develop travelling. They will develop a teddy bear roll with a partner/group in sequence. They will perform matching and mirroring balance routines on apparatus. They will develop a bunny hop onto a variety of apparatus with control. Using these skills, they will perform a short sequence on mats and apparatus showing levels, unison, and pointed toes.	**Yoga / Pilates** Children will perform more complex yoga poses, developing core strength and good flexibility. They will begin to focus on breathing in more than one pose. They will perform individual poses to build up towards a sequence of poses. Children will develop the ability to perform the challenge pose and swaying tree, with some control and fluency. They will collaborate to create routine and teach this to others.	**Dodgeball** Children will throw the ball in different ways with increasing control. They will develop their coordination when catching the ball in a variety of ways and at various distances by moving towards the ball. They develop the accuracy of their throwing distance and speed. Children will begin to develop footwork to dodge and avoid being hit by the ball and blocking the ball in a variety of ways. They will be encouraged to talk about tactics when attacking and defending.	**Swimming** Children will be taught to be able to enter the pool safely by jumping in or sliding in on their front. They will exit the pool by the poolside steps or by climbing out. They will be increasingly confident to swim across the pool without stopping. They will begin to show breathing technique with and without a float. Swim using correct stroke and technique (front crawl). Children will attempt to be able to swim 25 metres without stopping.	**Contemporary dance** Children will be taught contemporary dance by a specialist dance teacher. They will cooperate to make a dance warm up and take on a leadership role. They will respond imaginatively to a stimulus, creating their own combination of movements. They will dance in unison with a partner or group, performing a range of movement patterns. They will perform in canon, showing a range of movement pattern. Children will perform using a variety of levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.	**Contemporary dance** (Each class will have one term with a specialist dance teacher)
Languages	**MFL**					
	Vocabulary: Numbers, (1-10 and then tens to 100). Difference between French and Belgian French (septante, octante, nonante). Colours, Weather recap Grammar: Metacognition: why does language change in different countries where it is spoken? Introduction to etymology - sept, oct, non in English words (octagon, octopus, September etc.) Phonics: -in in vingt, -oi in soixante, -en in trente	Vocabulary: What's in my house, my town/local area Grammar: 'Il y a' - set phrase. Adjective agreement with masculine/feminine nouns Phonics: reinforcement of sounds (no new sounds in this term's vocabulary)	Vocabulary: Family Members, physical description Grammar: possessive pronouns (mon/ma/mes, ton/ta/tes), adjective agreement and word order when describing a person Phonics: -lle in famille	Vocabulary: My friends, personality description Grammar: reinforcement of possessive pronouns, adjective agreement and word order when describing a person. Phonics: liaison (-z in mes amis)	Vocabulary: School subjects, classroom objects, recap of pencil case Grammar: Word order, adjective agreement, prepositions (sur, sous, derrière etc) Phonics: close listening to similar sounding words (i.e. sur/sous)	Vocabulary: Hobbies and free time activities (sports, how I relax, my favourite activities) Grammar: Forming sentences with positive and negative opinions (j'aime, j'adore, je n'aime pas). Sports that take jouer and sports that take faire Phonics: French accent when using cognates (le foot, le hockey, le badminton, le ping-pong)
	English					
	See separate document	See separate document	See separate document	See separate document	See separate document	See separate document