

Year 4	Active Planet	Stone Age to Iron Age	The Egyptians
Geography	<p><i>Understand in depth key physical geography concepts including:</i></p> <ul style="list-style-type: none"> • <i>Natural disasters</i> • Locate at least 6 countries across Europe, Africa, North and South America using a variety of maps. • Begin to understand key human and physical characteristics of at least 3 countries across Europe, North and South America. • Know at least 6 capitals and major cities across Europe and North America. • Understand key land use patterns within the UK. • Identify the equator, northern and southern hemispheres, Arctic and Antarctic circles, the Greenwich Meridian and time zones. • Understand a wide range of geographical similarities and differences through both human and physical studies. 	<p>Locate at least 6 countries across Europe, Africa, North and South America using a variety of maps.</p> <ul style="list-style-type: none"> • Begin to understand key human and physical characteristics of at least 3 countries across Europe, North and South America. • Know at least 6 capitals and major cities across Europe and North America. • Name and locate at least 4 counties and cities within the UK. • Understand key land use patterns within the UK. • Use maps at a variety of scales, atlases and globes to locate countries and describe features. • Use 4 figure grid referencing. • Understand and use a range of symbols and keys on a wide range of maps. 	<p><i>Understand in depth key human geography concepts including:</i></p> <ul style="list-style-type: none"> • <i>Economic activity including some trade links</i> • <i>Sustaining or destroying the quality of an environment</i> • Know at least 6 capitals and major cities across Europe and North America. • Identify the equator, northern and southern hemispheres, Arctic and Antarctic circles, the Greenwich Meridian and time zones. • Understand a wide range of geographical similarities and differences through both human and physical studies.

	<ul style="list-style-type: none"> • Use maps at a variety of scales, atlases and globes to locate countries and describe features. • Compare and contrast at a simple level, a region of the UK, a European country and a country in North or South America. • Use the 8 points of a compass. • Use 4 figure grid referencing. • Understand and use a range of symbols and keys on a wide range of maps. 	<ul style="list-style-type: none"> • Use guided primary and secondary fieldwork to observe, measure, record and present both human and physical features in a local area using a range of methods. 	
<p>History</p> <p><u>Chronology</u> <i>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day in relation to time periods studied.</i></p> <p><i>Establish a sound understanding of where any time period studied fits within the wider chronological picture of the history of the United Kingdom.</i></p> <p><i>Recognise connections over time.</i></p>	<ul style="list-style-type: none"> • Understand and use at least 3 sources to find information. • Understand cause and consequence and similarity and difference. 	<p><i>Changes in Britain from the Stone Age to the Iron Age.</i> <i>This could include:</i></p> <ul style="list-style-type: none"> • <i>Late Neolithic hunter-gatherers and early farmers.</i> • <i>Bronze Age travel.</i> • <i>Life in the Bronze Age.</i> • <i>Iron Age hill forts: tribal kingdoms, farming.</i> <ul style="list-style-type: none"> • Understand and use at least 3 sources to find information. 	<p><i>The achievements of earliest civilisations – Ancient Egyptians. Where and when the first civilisations appeared.</i> <i>This could include:</i></p> <ul style="list-style-type: none"> • <i>The Pharaohs (Egyptian kings)</i> • <i>Egyptian Gods</i> • <i>Tutankhamun/Cleopatra</i> • <i>The building of the pyramids</i> <ul style="list-style-type: none"> • Understand and use at least 3 sources to find information.

Vocabulary

Use correct terminology to describe events in the past (*occasion, uncertain, seldom, consequence, abrupt, decline, trend, continuity*).

Use of appropriate terminology e.g. *empire, civilisations., prosper, revolution, abolish, aristocracy*.

Describe and make links between events, situations and changes within and across different periods.

- Understand the reliability and bias of difference sources with an understanding that different versions of the past may exist and why this is the case.
- Understand the differences between local, national and international history.
- Construct and organise responses by selecting relevant historical data.
- Give reasons for historical events, changes and situations.
- *Place events, people, places and artefacts on a timeline.*

- Suggest where we might find answers to questions considering a range of sources and their reliability.
- Understand the reliability and bias of difference sources with an understanding that different versions of the past may exist and why this is the case.
- Understand the differences between local, national and international history.
- Understand similarities and differences between cultural, religious and social history.
- Construct and organise responses by selecting relevant historical data.
- Give reasons for historical events, changes and situations.
- *Place events, people, places and artefacts on a timeline.*

<p>Art</p>	<p><u>Collage –</u> <i>Final Outcome – Natural Disaster Design in box.</i> <i>(Developing Skill – Life Drawing)</i></p> <ul style="list-style-type: none"> • The child can cut and stick with accuracy to make representations of their own ideas. They may place objects in different positions before a final outcome is reached, taking photos as evidence of arrangements. • The child can competently use a pair of scissors and knows whether to use left-handed or right-handed tools. • The child can talk about the different shapes, patterns, colours and textures within their work. • The child can make an appropriate choice of materials for a given task. • The child can choose collage materials within a given pallet of colours. • The child can talk about their own collage work and compare it to one by a famous artist or designer. (Talks about similarities and differences, likes and dislikes). 	<p><u>Sculpture –</u> <i>Final Outcome – Clay bust of selves in style of Stone Age Sculpture</i> <i>(Developing Skill – Portraits)</i></p> <ul style="list-style-type: none"> • The child can use a range of materials and found objects to create their own 3D representations in the style of a well-known artist. • They demonstrate a good understanding of the properties of materials and use this to help them to make decisions about what to work with. • The child can talk about the different shapes, lines, patterns, colours and textures within their sculpture work. • The child is beginning to understand how scale can affect the feeling of a piece of sculpture work. • The child can select an appropriate material for a given task, explaining their reasons behind the choices. • The child is aware that sculpture can be seen from all angles (Not flat). • The child can talk about their own sculpture work and compare it to one by a famous artist. (Talks about similarities and differences, likes and dislikes). 	<p><u>Printing –</u> <i>Final Outcome - Hieroglyphics using lino material</i> <i>(Developing Skill – Imagination)</i></p> <ul style="list-style-type: none"> • The child can explain why printing plays an important role in all our lives. They make a print block and use it to reproduce the same image/ text many times over, experimenting with different ink applications. • The child uses the negative effect that printing has on letters and plans this into their pieces. • The child uses a digital camera or iPad to create their own prints, varying the effect or colour to produce new images. • The child confidently explores the different effects that can be created by printing with two colours. (Rolling colours together and overlaying one colour onto another). • The child can talk about their own print work and compare it to one by a famous artist. (Talks about similarities and differences, likes and dislikes).
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<p>DT</p>	<p><u>Electrical Systems –</u> <i>Final outcome - light up core/magma, spinning elements to natural disaster sculpture</i></p> <p><u>A Designing</u></p> <ul style="list-style-type: none"> • PDA 9 - develop their own design criteria and use these to inform their ideas. • PDA 16- explain how particular parts of their products work. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB 7 – make design decisions that take account of the availability of resources. • PDB10 – share and clarify ideas through discussion. • PDB 11 – model their ideas using prototypes and pattern pieces. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. • PMA 7 – select tools and equipment suitable for the task. 	<p><u>Mechanical systems –</u> <i>Final outcome - pulley system for Stonehenge.</i></p> <p><u>PDA Designing</u></p> <ul style="list-style-type: none"> • PDA 9 - develop their own design criteria and use these to inform their ideas. • PDA 14 – describe the purpose of their products. • PDA 15 – indicate the design features of their products that will appeal to intended users. • PDA 16- explain how particular parts of their products work. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB 7 – make design decisions that take account of the availability of resources. • PDB10 – share and clarify ideas through discussion. • PDB 11 – model their ideas using prototypes and pattern pieces. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. 	<p><u>Food –</u> <i>Final outcome - create Egyptian feast</i></p> <p><u>PDA Designing</u></p> <ul style="list-style-type: none"> • PDA 8 – gather information about the needs and wants of a particular group. • PDA 15 – indicate the design features of their products that will appeal to intended users. <p><u>B Designing</u></p> <ul style="list-style-type: none"> • PD6 – generate realistic ideas, focusing on the needs of the user. • PDB10 – share and clarify ideas through discussion. <p><u>PMA Making</u></p> <ul style="list-style-type: none"> • PMA 4 – order the main stages of making. • PMA 8 – select materials and components suitable for the task. • PMA 10 – explain their choices of materials and components according to functional properties and aesthetic qualities. <p><u>PMB Making</u></p> <ul style="list-style-type: none"> • PMB 14 – follow procedures for safety and hygiene.
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	<ul style="list-style-type: none"> • PMA 8 – select materials and components suitable for the task. <p><u>PMB Making</u></p> <ul style="list-style-type: none"> • PMB 6 – assemble, join and combine materials and components with some accuracy. • PMB 8 – apply a range of finishing techniques, including those from art and design, with some accuracy. • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. 	<ul style="list-style-type: none"> • PMA 7 – select tools and equipment suitable for the task. • PMA 8 – select materials and components suitable for the task. <p><u>PMB Making</u></p> <ul style="list-style-type: none"> • PMB 6 – assemble, join and combine materials and components with some accuracy. • PMB 8 – apply a range of finishing techniques, including those from art and design, with some accuracy. • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. 	<ul style="list-style-type: none"> • PMB 15 – use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. <p><u>PEA – Evaluating</u></p> <ul style="list-style-type: none"> • PEA 5 – use their design criteria to evaluate their completed products. • PEA 8 – identify their strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. • PEB 22 – how well products achieve their purposes. • PEB 23- how well products meet user needs and wants. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have
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	<ul style="list-style-type: none"> • PEB 12 – whether products can be recycled or reused. • PEB 20 – what methods of construction have been used. • PEB 21 – how well products work. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 8 – how simple electrical circuits and components can be used to create functional products. • PTK 21 – that materials have both functional properties and aesthetic qualities. • PTK 23 – that mechanical and electrical systems have an input, process and output. 	<ul style="list-style-type: none"> • Consider the views of others, including intended users, to improve their work. <p><u>PEB – Evaluating</u></p> <ul style="list-style-type: none"> • PEB 9 – who designed and made the products. • PEB 12 – whether products can be recycled or reused. • PEB 20 – what methods of construction have been used. • PEB 21 – how well products work. <p><u>PEC – Evaluating</u></p> <ul style="list-style-type: none"> • PEC 1 – about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 7 – how mechanical systems such as levers and linkages or pneumatic systems create functional products. • PTK 21 – that materials have both functional properties and aesthetic qualities. • PTK 23 – that mechanical and electrical systems have an input, process and output. 	<p>developed ground-breaking products.</p> <p><u>PTK – Technical Knowledge</u></p> <ul style="list-style-type: none"> • PTK 22 – that materials can be combined to create more useful characteristics • PTK 12 – that food ingredients can be fresh, pre-cooked and processed. <p><u>PCNA – cooking and nutrition</u></p> <ul style="list-style-type: none"> • PCNA 5 – 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><u>PCNB – cooking and nutrition</u></p> <ul style="list-style-type: none"> • PCNB 5 – that a healthy diet is made up from a variety and balanced of different food and drinks, as depicted in the Eatwell plates. • PCNB 6 – that to be active and healthy, food and drink are needed to provide energy for the body. • PCNB 9 – how to prepare and cook a variety of predominantly savoury dishes safely and hygienically
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Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> • 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 <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • 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. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • 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) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. <p>Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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

			<ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors
RE	<p><u>Sikhism- Commitment to God</u></p> <ul style="list-style-type: none"> • Understand where Sikhism began. • Know and recall stories of the Guru Nanak. • Understand how important worship is to Sikhs. • Understand how Sikhs show commitment to God. • Understand Sikh celebrations and how this show commitment to God. <p><u>Christianity - Community</u></p> <ul style="list-style-type: none"> • Develop an understanding of how Christians build a sense of community. • Understand about different Christian celebrations. • Understand what a Holy Communion is. • Understand what Pentecost is. • Understand how and why Christians worship together. 	<p><u>Sikhism -Sharing</u></p> <ul style="list-style-type: none"> • Understand how sharing is an important life skill. • Understand how Sikhs may feel taking part in religious events • Understand the meaning of sharing in Sikhism. • Understand how taking part in community and family activities gives Sikhs the opportunity to share. • Understand how Sikh beliefs affect their lives. <p><u>Christianity -Miracles</u></p> <ul style="list-style-type: none"> • Develop an understanding of what Christians believe miracles are. • Develop the skill of retelling Bible stories when miracles have happened. • Understand what Christians believe healing is. 	<p><u>Sikhism – The 5K’s</u></p> <ul style="list-style-type: none"> • Know the things that are special to Sikhs. • Understand how the 5 K’s help Sikhs show commitment to God. • Name the 5k’s • Understand what each of the 5 K’s represent to Sikhs. • Explain why each of the five K’s were introduced. <p><u>Christianity - Forgiveness</u></p> <ul style="list-style-type: none"> • Develop an understanding of the term ‘forgiveness’ and what it means for Christians. • Discuss a Christian story about forgiveness. • Understand how it can be both easy and hard to forgive. • Understand how Christians may relate to Jesus’ practises of forgiveness, particularly when they find it difficult.

		<ul style="list-style-type: none"> Form personal opinions towards miracles and healing. 	
Computing	<p><u>We are meteorologists.</u></p> <ul style="list-style-type: none"> Understand different measurement techniques for weather, both analogue and digital. Use computer based data logging to automate the recording of some weather data. Use spread sheets to create charts. Analyse data, explore inconsistency in data and make predictions. <p>Practise using presentation software and video.</p> <p><u>We are HTML editors.</u></p> <ul style="list-style-type: none"> Understand some technical aspects of how the internet makes the web possible. Use HTML tags for elementary mark ups. Use hyperlinks to connect ideas and sources. Code up a simple web page with useful content. <p>Understand some of the risks in using the web.</p>	<p><u>We are co-authors.</u></p> <ul style="list-style-type: none"> Understand the conventions for collaborative online work particularly in wikis. Be aware of their responsibilities when editing other people's work. Become familiar with Wikipedia, including potential problems associated with its use. Practise research skills. Write for a target audience using a wiki tool. Develop collaboration skills <p>Develop proof reading skills.</p> <p><u>We are software developers.</u></p> <ul style="list-style-type: none"> Develop an educational computer game using selection and repetition. Understand and use variables. Start to debug computer programs. Recognise the importance of user interface design, including consideration of input and output. 	<p><u>We are toy designers.</u></p> <ul style="list-style-type: none"> Design and make an onscreen prototype of a computer controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers) Design, write and debug the control and monitoring program for their toy. <p><u>We are musicians.</u></p> <ul style="list-style-type: none"> Use one or more programs to edit music. Create and develop a musical composition, refining their ideas through reflection and discussion. Develop collaboration skills. <p>Develop an awareness of how their composition can enhance work in other media.</p>
Physical Education	<u>Hockey</u> <u>Netball</u>	<u>Football</u> <u>Gymnastics</u>	<u>Tennis</u> <u>Athletics</u>

Food Education	<p><u>Sight and Taste</u></p> <p>The focus of this lesson is to use our sense of sight to make simple observations to compare and describe the colours and shapes of different peppers. Children will also use the sense of taste of try the peppers and decide whether the peppers taste the same way that they look. Children learn to explore a variety of vegetables – one of the bases of a healthy and varied diet. Children use speech and writing to describe their experiences.</p> <p><u>Touch and Taste</u></p> <p>The focus of this lesson is to use our sense of touch to explore apples in different forms: fresh and dried (and possibly grated and whole or cooked and raw). Children will also use the sense of taste of try the apples and to notice how the texture is different. Children learn to explore a variety of fruits with varying textures – one of the bases of a a healthy and varied diet. Children use speech and writing to describe their experiences.</p>	<p><u>Hear</u></p> <p>The focus of this lesson is to use our sense of hearing and persuasive language to think about the way the words we hear can change our feelings about food. Children use speech and writing to describe different fruits and vegetables in such a way that they will be more appetising.</p>	<p><u>Smell</u></p> <p>The focus of this lesson is to use our sense of smell to explore the way that fruit (in this case, bananas) can smell different depending on how ripe it is. Children will also use carrot and cinnamon to explore the connection between smell and flavour. Children explore which ripeness of banana they like the best. Children use speech and writing to describe their experiences.</p> <p><u>Taste</u></p> <p>The focus of this lesson is to use our sense of taste to make a salad using couscous as a base, balancing out the five basic tastes. Children use speech and writing to describe the way different ingredients taste in combination as well as using instructional writing to recall the recipe. The children can work in groups or individually.</p>
Music	<p><u>Aspects of performance, composition and appraisal covered through specialist teaching during planning, preparation and assessment time.</u></p>		
MFL	<p><u>Presenting Yourself</u></p> <ul style="list-style-type: none"> • Begin to build sentences verbally and some written with support. 	<p><u>At the Café</u></p> <ul style="list-style-type: none"> • Begin to build sentences verbally and some written with support. 	<p><u>My Family</u></p> <ul style="list-style-type: none"> • Begin to build sentences verbally and some written with support.

	<ul style="list-style-type: none"> Verbally give facts about themselves. Join in with actions, songs and rhymes. <p><u>Weather</u></p> <ul style="list-style-type: none"> Begin to build sentences verbally and some written with support. Verbally name the types of weather. Join in with actions, songs and rhymes. 	<ul style="list-style-type: none"> Verbally name food and drink. Join in with actions, songs and rhymes. <p><u>Dates</u></p> <ul style="list-style-type: none"> Begin to build sentences verbally and some written with support. Verbally name days of the week and months. Join in with actions, songs and rhymes. 	<ul style="list-style-type: none"> Verbally name family members. Join in with actions, songs and rhymes. <p><u>Vegetables</u></p> <ul style="list-style-type: none"> Begin to build sentences verbally and some written with support. Verbally name vegetables. Join in with actions, songs and rhymes.
Character Education	<p><u>Mental Wellbeing</u></p> <p>British Value – Democracy</p> <ul style="list-style-type: none"> To understand the importance of taking care of mental health. To know about a range of strategies and behaviours that support mental health. To develop the skill of using a range of vocabulary when talking about feelings. To recognise that feelings can change over time. 	<p><u>Healthy Lifestyles (physical wellbeing)</u></p> <p>British Value – Individual Liberty</p> <ul style="list-style-type: none"> To know about the elements of a balanced, healthy lifestyle. To understand what constitutes a healthy diet. To understand how regular exercise benefits mental and physical health. To know how sleep contributes to a healthy lifestyle. To know that bacteria and viruses can affect health. 	<p><u>Safe relationships and managing hurtful behaviour.</u></p> <p>British Value – Mutual Respect</p> <ul style="list-style-type: none"> To understand what consent means. To understand when confidentiality should/should not be agreed to. To know how to recognise pressure from others to do something. To understand the impact of bullying.

	<p><u>Friendships and respecting self and others</u></p> <p>British Value – Overview of Values</p> <ul style="list-style-type: none"> • To understand the importance of friendships. • To know what constitutes a positive healthy friendship. • To know how to recognise if a friendship is making them feel unsafe or uncomfortable. • To develop the skill of respecting the differences and similarities between people. 	<p><u>Families and positive relationships</u></p> <p>British Value – Tolerance of Others</p> <ul style="list-style-type: none"> • To know that people who love and care for each other can be in a committed relationship. • To know the main feature of positive family life. • To develop the skill of identifying characteristics of healthy family life. • To know that there are different types of family structures. 	<p><u>Keeping Safe</u></p> <p>British Value – Rule of Law</p> <ul style="list-style-type: none"> • To understand the reason for following and complying with restrictions. • To develop the skill of predicting and managing risks. • To understand the importance of taking medicines correctly. • To develop the skill of using strategies to keep safe. • To know what is meant by first aid. • To know how to respond in an emergency situation.
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