


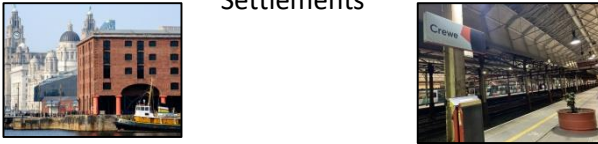
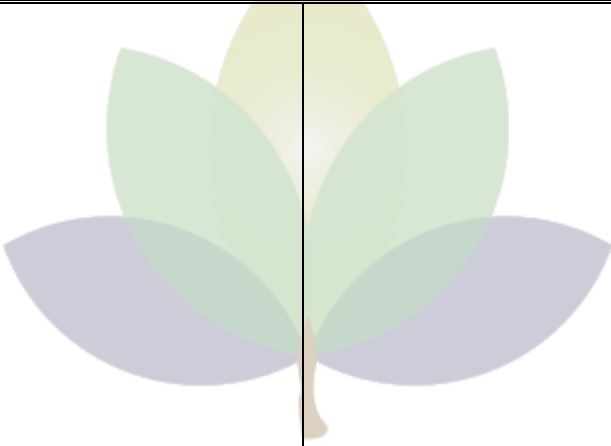








| Year 4 | Autumn Term | Spring Term | | Summer Term |
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| 4 Humanities Topic | The Romans in Britain  | The Journey of a River  | Mountains and Coasts  | Settlements  |
| 4 History | Pupils learn about the Roman Empire, how it was protected and why the Romans invaded Britain. They place key dates on a timeline and discover how this fits in with the chronology of British history. Pupils discover what life was like in Roman times for different groups of people, their achievements as a civilisation and the legacy of the Roman rule in Britain. Pupils explore how historians find out about the past using artefacts and various sources. They find out why Roman rule in Britain came to an end. |  | | Pupils study how settlements in places such as Crewe, Liverpool, Athens and Florida have changed over time. They discover how these settlements were important for trade and how they developed as busy port cities in the past. |
| 4 Geography | Pupils use maps and atlases to locate Rome, Italy and countries within the Roman Empire. They find out about the natural resources available to the Romans and their reasons for invading. They also discover how land use changed in Roman times with the building of roads and towns and look at where these were located on a map of the UK. | Pupils learn about the water cycle and great rivers of the world. They follow the course of a river and from its source in the mountains to the sea, looking at deltas and estuaries and the wildlife that lives there. | Pupils locate major mountain ranges around the world and use maps and atlases to measure land height. They explore the physical and human features and wildlife and marinelife at a coast and how erosion shapes a coastline. | Pupils discover what a settlement is and why people settle in different areas. They explore the different types of settlement and use aerial photographs and digital mapping to identify their features. Pupils study the town of Crewe and why people migrated to settle in Crewe due to the railway. They also study the cities of Liverpool and Athens and explore how they use the sea ports for trade. They carry out a study of Miami in Florida and look at why people migrate to different places. |

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| 4 Science | Animals including humans – teeth and digestion. | Electricity | States of Matter – solids, liquids and gases. | Sound | Living things and their habitats – grouping and classifying. | |
| 4 Art | <p>Drawing – draw a Roman column showing light and shade. Artist: Leonardo Da Vinci, Adonna Khare</p>  | <p>Printing – create William Morris prints using repeated patterns.</p>  | <p>Painting – create a textured painting of a mountain scene.</p>  | <p>Sculpture –create an Iron Man sculpture from recyclable materials. Artists: Michelle Reader /African junk artists such as El Anatsui.</p>  | <p>Textiles – create Tie-dye t-shirts. Artist: Mary Patricia Deprez.</p>  | <p>Collage – create a nature collage in the style of Andy Goldsworthy.</p>  |
| 4 Design & Technology | <p>Roman Aqueducts – understand the importance of an arch to make a strong structure. Design, make and evaluate an aqueduct with a strong structure that can transport water.</p>   | <p>Moving mechanism – Use cams to design, make and evaluate a moving toy in a box.</p>  | | <p>Cooking – Summer vegetable stir-fry made from UK Summer vegetables.</p>  | | |

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| <p>4 R.E.</p> | <p>21. Explain how the Bible is used in the local church by Christians for guidance, devotion & inspiration.</p> <p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, e.g. the two most important commandments, love & forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').</p> | <p>18. Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel' messiah. The concept and roles of the Trinity in Christianity.</p> <p>17. Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).</p> <p>38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives.</p> | <p>27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</p> <p>28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.</p> | <p>32. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts e.g. Abraham.</p> <p>33. Describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses.</p> <p>34. Identify ways in which the Jews show respect for the Torah.</p> <p>36. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/nonreligious teachings.</p> <p>37. Describe what Christians & Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph'</p> | <p>29. Explain how Muslims organisations help people in need.</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied</p> | <p>Free choice enquiry</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.</p> |
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| | | | | showing God as guide & protector. | | |
| 4 Computing | E-Safety: 'We are standing up to peer pressure.' (4.2) Computing unit: Drawing and DTP (Y3) | | E-Safety: 'We are respectful of digital rights and responsibilities.' (4.5) Computing unit: Animation (Y4) | | E-Safety: 'We are careful when talking to digital friends.' (4.6) Computing unit: Scratch Questions and Quizzes (Y4) | |
| 4 Music |  <p><u>Wider Ops Brass Lessons</u></p> <p>To use the correct technique to play a brass instrument.</p> <p>To perform with expression.</p> <p>To perform together in an ensemble.</p> <p><u>BBC TEN PIECES</u></p> <p>'Winter' from 'The Four Seasons' by Antonio Vivaldi Allegro non molto (1st mvt) https://www.bbc.co.uk/teach/ten-pieces/classical-music-</p> |  <p><u>LMT Unit 4, Year 4</u></p> <p><u>Mythical Creatures</u></p> <p>To learn about Grieg's Hall of the Mountain King and to compose a piece of music to accompany a clip from How to Train your Dragon using Grieg as a stimulus.</p> <p><u>BBC TEN PIECES</u></p> <p>'In the Hall of the Mountain King' by Grieg. https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-</p> |  <p><u>LMT Unit 1, Year 4</u></p> <p><u>British Folk Music</u></p> <p>To learn about British folk music and use it's characteristics to create a class performance.</p> <p><u>BBC TEN PIECES</u></p> <p>'Hungarian Dance No. 5 in G minor' by Johannes Brahms. https://www.bbc.co.uk/teach/ten-pieces/classical-music-johannes-brahms-hungarian-dance/zfj4y9q</p> |  <p><u>LMT Unit 5, Year 4</u></p> <p><u>Tasty Tunes</u></p> <p>To create a range of food-themed music and learn about ternary (sandwich) form through an original composition.</p> <p><u>BBC TEN PIECES</u></p> <p>'Hoe Down' from 'Rodeo' by Aaron Copland. https://www.bbc.co.uk/teach/ten-pieces/aaron-copland-</p> |  <p><u>LMT Unit 3, Year 4</u></p> <p><u>Paint a Picture</u></p> <p>To discuss artists' work, classical composers and film clips and respond to them by composing music to represent ideas, action and mood.</p> <p>Key listening includes Mussorgsky's 'Pictures at an Exhibition'.</p> <p><u>BBC TEN PIECES</u></p> <p>'Storm' from 'Peter Grimes' by Benjamin Britten. https://www.bbc.co.uk</p> |  <p><u>LMT Unit 6, Year 4</u></p> <p><u>Say Hello, Wave Goodbye</u></p> <p>To investigate the different emotions evoked by music associated with meeting and parting and to use these to construct two contrasting raps.</p> <p><u>BBC TEN PIECES</u></p> <p>'Connect It' by Anna Meredith. https://www.bbc.co.uk/teach/ten-pieces/KS2-anna-meredith-connect-it/zhyyb82</p> |

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| | antonio-vivaldi-winter-from-the-four-seasons/zf98bdm | king-from-peer-gynt/z7nf3k7 | | rodeo-hoe-down/zvk9y9q | /teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q | |
| 4 Music – songs | ‘What a Wonderful World’ - https://www.youtube.com/watch?v=vw3o6GQ2xe8 ‘Punctuation Jive’ from Sing Up 9 Songs for the Christmas Carol service. | | ‘Where on Earth is Rutland?’ from Sing Up 3 ‘Touch the Sky’ from Sing Up 18 ‘Puffin’ from Sing Up 8 | | ‘I Can See Clearly Now’ from Sing Up 3 ‘The Big Song’ from Sing Up 17 ‘Build It High’ from Sing Up 8 | |
| 4 French | Greeting Conversations Verb – to call (conjugate) Nouns – Numbers 15 to 31 Months | Nouns – Months Culture – To learn about birthdays and Saint days. Culture- To learn about Christmas Traditions in France. | Nouns – Body Parts and Facial Features Adjectives – Size Verb – To have | Nouns – Body Parts and Food Verb – To eat Grammar – Adjective Agreement | Nouns – Food Verb – To like Opinions (revise – to love and hate) | Revision Nouns – Food Verb – I would like Conjunction – because |
| 4 P.E. | Outdoor: Tag Rugby Indoor: Gymnastics | Outdoor: Hockey Indoor: Dance - Skills | Outdoor: Tennis/Table Tennis Indoor: Gymnastics | Outdoor: Athletics – Field Indoor: Dance - Romans | Outdoor: Athletics – Track Indoor: Gymnastics | Outdoor: Cricket Indoor: Dance – Street Dance |
| 4 RSE/PSHE | Year 4 PSHE: Along came a different by Tom McLaughlin | Year 4 PSHE: Julian is a mermaid by Jessica Love | Year 4 PSHE: Aalfred and Aalbert by Morag Hood | Year 4 PSHE: Dogs don't do ballet by Anna Kemp | Year 4 PSHE: Red: A crayons story by Michael hall | Year 4 PSHE: When sadness comes to call by Eva Eland |

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| | L.O To help someone accept difference | L.O To show acceptance | L.O To find common ground | L.O To choose when to be assertive | L.O To be proud of who I am | L.O To look after my mental health |
| | Year 4 RSE: Changes | Year 4 Health and well-being: Alcohol | Year 4 RSE: What is puberty? | | Year 4 RSE: Healthy relationships | |



The Dingle
Primary School