



		Autumn		Spring		Summer
Year 4	Topic	Invaders and Settlers	Power	Egyptians	Living World and Healthy Me	Where in the World is Hagley?
	Concepts	Diversity Achievements Justice	Invention Curiosity Power	Wisdom Invention Change	Identity Well-being Individuality	Change Identity Sustainability
	Objective	<p><u>Science</u> <u>States of matter</u> 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</p>	<p><u>Science - Sound</u> 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</p>	<p><u>History</u> <u>Historical enquiry and evidence</u> Choose from a range of source material to present an aspect of life in the past Ask questions about a time period (Egyptians) and research the answers <u>Chronological Understanding</u> Place the events studied on a labelled period timeline and recognise areas of previous study <u>Interpretations</u> Comment on the reasons for differences in accounts and the reliability of a source</p>	<p><u>Science</u> <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 <u>Living things and their habitats</u> Recognise that living things can be grouped in a variety of ways Explore and use <u>classification keys</u> to help group, identify and name a variety of living things in</p>	<p><u>Geography - fieldwork trip</u> Use maps and atlases to locate countries in Europe, and their capital cities, in relation to their learning <u>Human and physical</u> Describe and sequence, using correct vocabulary, the stages of the water cycle Describe and understand how rivers are formed and developed Indicate tropical, temperate and polar climate zones on a map in relation to food production/weather <u>(study of the Severn)</u> <u>Geographical enquiry</u> Make comparisons between places at a larger scale e.g. compare population data across Europe</p>



		<p>temperature (link to Geography)</p> <p><u>History - Vikings and Anglo-Saxons</u> Identify British Anglo-Saxon settlements - link to local geography Explain the struggle for the Kingdom of England to the time of Edward the Confessor Identify achievements of Anglo-Saxon civilisations and the impact today <i>Use sources to research a key historical figure</i> <u>Vocabulary</u> Use and understand the term century e.g. 12th Century <u>Chronological understanding</u> Place the events studied on a labelled period timeline and recognise areas of previous study</p>	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Science - Electricity</u> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts (Link to DT and computing) Draw simple circuits as the physical objects rather than a circuit diagram. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators & associate metals with being good conductors. Use learning to identify whether or not a lamp</p>	<p>e.g. X is anti-monarch so he paints the king in a bad light whereas Y is a royal advisor so has to be positive</p> <p><u>Art</u> <u>Developing ideas and evaluating</u> Explore similarities and differences in pieces of artwork across different times and cultures Adapt their work based on feedback and annotation <u>Drawing</u> Alter and refine their drawings as necessary Make informed choices about paper used and media Use research to inspire drawings from memory or imagination</p>	<p>their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things relate this to environmental issues (link to rivers in geography) <u>Animals including humans</u> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Geographical skills and fieldwork</u> Carry out fieldwork in the local environment e.g. river creation, river study Record data using field sketches, tables and charts e.g. types of industry in Hagley <u>Maps (using, drawing and representation)</u> Use large scale (landranger) OS maps to follow a river and identify human and physical features Identify the symbols related to roads, train tracks, rivers, canals, footpaths Use atlases, globes and climate maps in relation to their learning Use 4 figured grid references to describe and locate features Continue to use the 8 points of a compass confidently <u>Scale and distance</u> Find the same feature on maps of different scales e.g. locate the Severn on different maps</p> <p><u>Design and Technology</u> <u>Cooking and nutrition</u></p>
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	<p>Use maps and atlases to locate countries in Europe, and their capital cities, in relation to their learning</p> <p><u>Geographical enquiry</u> Start to understand the similarities and differences of the human and physical features of a region in the UK with a region in a European country</p> <p>Use tables and graphs to gather information e.g. temperature and climate</p> <p><u>Art</u> <u>Painting</u> Make and match colours with increasing accuracy and create shades with black added and tint with white added</p> <p>Demonstrate a secure knowledge of primary, secondary, warm and cold colours (Felix after the Rain)</p>	<p>Plan, design and make models</p> <p>Cut and join wood safely and effectively</p>			
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<p>PSHE</p> <p>Unit key questions</p>	<p>Relationships</p> <p>How do we treat each other with respect?</p> <p>When is it not ok?</p> <p>Why is being different a good thing?</p>	<p>Living in the Wider World</p> <p>Where does my money go?</p>	<p>Health and Well Being</p> <p>How can I feel better?</p> <p>What changes will I start to go through?</p>
<p>RE</p>	<p>What do Hindus believe that God is like? (visit to Mandir or visit from member of community)</p> <p>How and why do people mark the significant events of their life? (C, M, J, NR)</p>	<p>What does it mean to be a Hindu in Britain today? (visit to Mandir or visit from member of community)</p> <p>How do festivals and family life show what matters to Jewish people? (Passover- March)</p>	<p>How and why do people try to make the world a better place? (C,M, J, NR)</p> <p>What kind of world did Jesus want?</p>
<p>French</p>	<p>Numbers 20-31 and birthdays</p> <p>Food</p>	<p>Food (carried over from Autumn term)</p> <p>Likes/dislikes - sports and hobbies</p> <p>Animals</p>	<p>Transport and countries</p> <p>Weather and clothes</p>
<p>Computing</p> <p>(Teach computing units)</p> <p>See online safety plan and progression for 'Get Connected Weeks'</p>	<p>Keyboard/Microsoft skills</p> <p>Programming A - repetition in shapes</p>	<p>Creating media - audio editing</p> <p>Data information - data logging</p>	<p>Programming B - repetition in games</p> <p>Creating media - photo editing</p>



Recovery curriculum (previous year objectives)		<ul style="list-style-type: none">• How and where food is grown• Cutting, peeling, grating, chopping, spreading Trip to Cadbury World <ul style="list-style-type: none">• Identify similarities and differences of a region in North or South America. (linked to rainforest and Mayans)• Mayan civilisation (non-European society)	<ul style="list-style-type: none">• Join clay adequately• Construct a clay base for extending and modelling other shapes• Levers and linkages
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