

**YEAR 4**

Term	Theme	English	Science <small>Refer to Key Learning documents for 'Working Scientifically (Featured Skills)'</small>	History	Geography	Art	D.T	MFL	Music	Computing	R.E	P.E.
1	Rainforests?	<p><b>Tar Beach by Faith Ringgold</b> – narrative retelling as a playscript.</p> <p>(Poetry, setting descriptions, formal letters. Dialogue (as a playscript))</p> <p><b>Varmints by Helen Ward</b> – explanations.</p> <p>(Descriptive comparisons, retellings, setting descriptions, poetry)</p>	<p><b>Living things in their habitats-</b> Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year. Explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants, Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and</p>		<p><b>Why are rainforests important to us?</b> Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of</p>	<p><b>Collage –</b></p> <p><b>Artist:</b> Henry Rouseau</p>		<p><b>Parts of the body.</b></p> <p><b>Recognise word classes.</b></p> <p><b>Gender</b></p>	<p><b>Wider Opps – Ukulele.</b></p>	<p><b>The Internet.</b></p>	<p><b>How should we lead our Lives?</b></p> <p><b>Hindu Dharma</b> – what might a Hindu learn from celebrating Diwali?</p>	<p><b>Target Games–</b> Dodgeball</p> <p><b>OAA</b> – team work and problem solving.</p>

			slugs, worms, spiders, and insects. <b>David Attenborough / Steve Backshall</b>		human activity locally and globally.							
2	<b>Ancient Egypt</b>  <b>Hook – build a pyramid out of lollipop sticks.</b>	<b>The Story of Tutankhamun</b> by <b>Patricia Cleveland-Peck – Tutankhamun biographies.</b>  (Reports, instructions, character descriptions, diaries, newspapers and posters.)  <b>Baker by the Sea by Paula White – Tourist brochure.</b>  (Job applications, advertisements, setting descriptions, letters in role.)	<b>Electricity</b> Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in Year 6. <b>Faraday / Edison</b>	<b>Ancient Egypt -</b> The achievements of the earliest civilisations – Ancient Egypt.  <b>Famous person:</b> Howard Carter/ Tutankhamun		<b>Electrical –</b> linked to Christmas – making a decoration with a working circuit.	<b>Zoo Animals</b>  <b>Christmas</b>	<b>Wider Opps – Ukulele.</b>	<b>Audio production.</b>	<b>How should we live our lives?</b> <b>Christianity (God)</b> <b>How and why might Christians use the Bible?</b> The Bible, Christian life – guided by wisdom, teachings and authority.	<b>Dance –</b> Sparks Might Fly.  <b>Invasion Games -</b> Rugby	
3	<b>Rivers</b>	<b>Winter’s Child by Angela McAllister – Fantasy Story Sequels.</b>  (Postcards, dialogue, setting descriptions as letters, retellings.)	<b>Sound –</b> Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find		<b>What are rivers and how are they used?</b> Exploring the different ways water is stored and moves, pupils develop an understanding of the water	<b>Painting</b> Look at the work of <b>Hokusai</b> and <b>Monet</b> and how they create water		<b>Family</b>  <b>Personal Pronouns</b>	<b>Musical structures</b> (Charanga)	<b>Repetition in shapes.</b>	<b>How should we live our lives?</b>  <b>Sikhism</b> <b>How do Sikhs express their beliefs and values?</b>	<b>Gymnastics</b>  <b>Health related fitness</b>

		<p><b>The Selfish Giant by Oscar Wilde – own version Narratives.</b></p> <p>(Letters, first person recounts, diaries, letters, posters, reports)</p>	<p>out how the pitch and volume of sounds can be changed in a variety of ways</p> <p><b>Graham Alexander Bell?</b></p>		<p>cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p>	<p>effect in paintings.</p>					<p>The 5 Ks, Equality, the Gurdwara.</p>	
4.	<p><b>Burps, bottoms and bile.</b></p> <p><b>Visitor – dental nurse?</b></p>	<p><b>Until I met Dudley by Roger McGough and Chris Riddell – Formal and informal explanation texts.</b></p> <p>(Letters, short explanatory paragraphs.)</p> <p><b>FArTHER by Grahame Baker Smith – Sequel stories.</b></p> <p>(Retellings, recounts, setting descriptions, diary entries, instructions.)</p>	<p><b>Teeth and digestive system</b></p> <p>Introduce the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help to understand their special functions.</p> <p><b>William Beaumont?</b></p>		<p><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>		<p><b>Food – designing and making healthy snacks.</b></p>	<p><b>Easter</b></p> <p><b>Pets</b></p>	<p><b>Exploring feelings when you play.</b></p> <p>(Charanga)</p>	<p><b>Data logging.</b></p>	<p><b>How should we live our lives?</b></p> <p><b>Christianity (Jesus)</b></p> <p>Is sacrifice an important part of religious life?</p> <p>Jesus in the wilderness, Lent, Sacrifice.</p>	<p><b>Gymnastics</b></p> <p><b>Target Games - Boccia</b></p>

5	<b>Traders and Raiders – Britain’s settlements by Anglo-Saxons and Scots</b>	<p><b>The Lion, the Witch and the Wardrobe by CS Lewis – own version narratives set in other worlds.</b></p> <p>(Poems, eye-witness reports, imaginary conversations, writing in role.)</p> <p><b>Jabberwocky by Lewis Carroll – nonsense poems.</b></p> <p>(Performance poetry, explanatory descriptions.)</p>	<p><b>States of Matter</b> -</p> <p>Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Observe water as a solid, a liquid and a gas</p> <p><b>Robert Boyle?</b></p>	<p>Anglo Saxons -</p>		<p><b>Textiles –</b> Anglo Saxon weaving</p>		<p><b>Hobbies</b></p>	<p><b>Compose you’re your friends.</b> (Charanga)</p>	<p><b>Photo Editing</b></p>	<p><b>How should we live our lives?</b></p> <p>Islam <b>Why do Muslims fast during Ramadan?</b> The Five Pillars of Islam, Ramadan.</p>	<p><b>Striking and Fielding -</b> Kwik Cricket</p> <p><b>Dance –</b> Myths and Legends</p>
6	<b>Traders and raiders.</b>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England.</b>	<p><b>The Lion and the Unicorn by Shirley Hughes – own version historical narratives.</b></p> <p>(Letters, diaries, character and setting descriptions, non-chronological reports.)</p> <p><b>The Matchbox Diary by Paul Fleischmann – biography.</b></p>	<p><b>States of Matter</b></p> <p>Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Observe water as a solid, a liquid and a gas and should note the changes to water when it is</p>	<p><b>Vikings and Anglo Saxons</b> -</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Famous person:</b> Ragnar Lodbrok</p>			<p><b>Structures – Viking long boats.</b></p>	<p><b>Leisure</b></p>	<p><b>Feelings through music.</b> (Charanga)</p>	<p><b>Repetition in games.</b></p>	<p><b>How should we live our lives?</b></p> <p>Christianity (Church) <b>What does ‘love your neighbour’ really mean?</b> Parables, love for all.</p>	<p><b>Athletics</b></p> <p><b>Striking and fielding -</b> rounders</p>

		(Dialogue, diary entry, re-telling, mini-autobiography, fact file.)	heated or cooled.									
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**PSHE Overview:**

**Yellow** – health and well-being

**Blue** – Relationships

**Green** – Living in the Wider World

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
What strengths, skills and interests do we have?	How do we treat others with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	How will we grow and change?