

YEAR 4

Autumn Term

Sikh and you will find (RE, DT, PSHE) 8 weeks	A world of pure imagination/ weird and wonderful (Art, PSHE, science) 4 weeks	Light of life (RE, science, DT, PSHE) 6 weeks
<p><u>Re</u> To understand why it is important to have personal heroes</p> <p>How and why is it important to share food as part of Sikh worship?</p> <p>To understand, explore and describe what Sewa is and why it is important in Sikhism</p> <p>To understand why the Langar is important in Sikhism</p> <p><u>DT</u> Investigate and analyse a range of existing products</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through</p> <p>Discussion and annotated sketches.</p>	<p><u>Art</u> Abstract self portrait in oil pastels</p> <p>To use appropriate and varied colour to achieve a desired effect (e.g abstract)</p> <p>To use line and tone with pencils and pastels to represent things seen, remembered or observed – varying viewpoints, scale and size</p> <p>Evaluate and analyse the creative works using language of art.</p> <p>Evaluate a final piece (suggest improvements, effectiveness, media used)</p> <p>Revisit initial ideas to develop a final piece</p> <p>Artist – Salvador Dali</p> <p><u>PSHE</u> To express positive qualities and skillsets about themselves and offer examples of when these have been useful</p> <p><u>Science:</u></p>	<p>RE To explore how advent and Christmas are celebrated around the world</p> <p>To examine religious leadership including the Christian role of father</p> <p>To describe and reflect upon why and how saints are remembered</p> <p><u>Science</u> Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate</p>

Pshe:

To recognise the negative effects of tobacco and alcohol on our health and well-being

*Recognising positive and negative risk taking and the feelings of excitement/anxiety/worry associated with taking risks.
To link these feelings to knowing when and how to be assertive in order to say "No!" and/or seek help.*

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.

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.

DT

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials and textiles.

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Understand and use electrical systems in their products (eg Series Circuits, switches, Bulbs, Buzzers & Motors.)

SPRING TERM

Our World (6 weeks) geography, scienceog	Walk like an Egyptian (history, geog, RE) 6 weeks	Art week
<p>Geography</p> <p>To locate world’s countries using atlases, globes and digital mapping to describe key features</p> <p>Identify the position of the Equator, Northern and Southern Hemisphere.</p> <p>Identify the Tropics of Cancer and Capricorn.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of focused countries around the world. (North America and compare to our own)</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Science:</p> <p>Compare and group materials together, according to whether</p>	<p>History</p> <p>Use dates to order and place events on a timeline within period studied.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p> <p>Use historic terms related to the period of study: century, decade, BC, AD, BCE, CE</p> <p>To use relevant sources to aid with some independent enquiry. This may include: Printed sources , The internet, Data bases, Visual sources (photographs/pictures), Artefacts, Art work, Visits and immersion days</p> <p>compare and contrast some to today: -Differences between the lives of rich and poor (Egyptians)</p>	<p>To explore the effect on paint by adding other media (glue, sand , sawdust), Create different effects by using a variety of tools and techniques such as dots, scratches, splashes</p>

<p>they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</p>	<p>-People's beliefs and attitudes (religion-Egyptians)</p> <p><u>Geography</u></p> <p>Establish an understanding of the interaction between physical and human processes. (pyramids - human)</p> <p>Link to:</p> <p>Describe and understand key features of mountains. (physical)</p> <p><u>RE</u></p> <p>To investigate what stories and images of the deities teach us about Hindu beliefs</p> <p>Compare: To discuss why people have different ideas about god/gods</p> <p>To understand what Hindus believe about god</p>	
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SUMMER TERM		
Roaming Romans (history, geog, art, dt, pshe) 8 weeks	Habitats (science, geog, art) 7 weeks	
<p>History</p> <p>Use dates to order and place events on a timeline within period studied.</p> <p>Use historic terms related to the period of study: century, decade, BC, AD, BCE, CE</p> <p>To use relevant sources to aid with some independent enquiry. This may include: Printed sources , The internet, Data bases, Visual sources (photographs/pictures), Artefacts, Art work, Visits and immersion days</p> <p>compare and contrast some to today: -Culture and leisure activities (Romans) -Buildings and their uses (Romans) -Important actions of people, leaders, rulers- rebellion and invasion (Romans)</p> <p>Describe how some of the past events affect life today (Romans)</p>	<p>Science Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> <p>Geography Identify the position and significance of Arctic and Antarctic Circle.</p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p>	

<p>Understand that sources can contradict each other (Romans)</p> <p>The Roman Empire and its impact on Britain: Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, e.g. Boudica, "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Geography</p> <p>Use four-figure grid references.</p> <p>Use symbols and keys in maps to build knowledge of the wider world.</p> <p>Use the eight points of a compass</p> <p>Art To cross stitch a pattern using a long needle (on a Stitched Roman purse)</p> <p>DT Develop understanding of how to strengthen and reinforce a simple structure (Stitching)</p> <p>Pshe</p>	<p>To investigate the distribution of natural resources including energy, food, minerals and water.</p> <p>Art To recreate a scene remembered, observed or imagined through collage</p> <p>Develop skills of overlapping and overlaying</p> <p>Develop an awareness of contrasts in texture and colour</p>	
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To set personal goals and have realistic aspirations when target setting – both academically and personally. (sports challenge/ in books)

summer term of yr 4 to girls - To recognise body changes as we grow older – changes in body shape link to preparation for puberty – preparing for periods (signs; tummy aches/headaches) what to look out for – where to go for help in school/home – link to helping hand....

Protective behaviours programme – renew helping hand and revise where to get help in school/helplines.

To understand the importance of basic personal hygiene – to include regular washing of teeth (linked to science), bathing, etc.

To understand the importance of being sensitive to others needs.

Preparation for periods

Science:

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.

To construct and interpret a variety of food chain, identifying predators, producers and prey

