Year 4 – Autumn

English –

Guided Reading – Cliffhanger, Matilda

Class text – Firework Makers Daughter

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	• Hi2/2.3 Ancient Civilizations • Pupils should be taught about 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 Sumer; • The Indus Valley; • Ancient Egypt; or • The Shang Dynasty of Ancient China	• Ancient Civilizations - To understand about the achievements of the earliest civilizations. • To learn where and when the first civilizations appeared. • To demonstrate a deep understanding of Ancient Egypt. • To discuss the lives of significant people in the past.	• To compare life in an ancient civilisation to our own lives • To study the role of the gods in Ancient Egypt • Write instructions for the process of mummification.	• Egypt • Region • Egyptian • River Nile • Mummy • Coffin • Desert • Plough • tomb	• Mummification • Crypt • Silt • Pharaoh • Heiroglyphics • Scribe • Sphinx • Canopic Jars • Sickle • Scarab beetle • Irrigation •	Link to Y5 Ancient Civilisations (Greece and Ancient Islam)

• Ge2/1.1 Locational Knowledge • Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Ge2/1.2 Place Knowledge • Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America • Ge2/1.3 Human and Physical Geography • Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land	• I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	• Locate Egypt on a map of the world • Locate significant areas on a map of Egypt. • Colour a map of Egypt depending on the physical geography of the land- desert, grassland, water etc.	• Farmland • Desert • River • Ocean	• floodplain • source • continent • •	Link to Y5 locate European countries and continents

Art and Design	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • To create a variety of sketches of the same object, scene or landscape, assessing and improving on each piece.	• To create an Egyptian Death mask.	• Sketch • Plan • Paint • colour	• proportion •	
Design and Technology	DT2/1.1 Design DT2/1.1a 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 DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	• Plan and Create a boat out of art straws and measure how many marbles it can hold before sinking in a bowl of water.	• Draw • Plan • Build • Model •	• Evaluate • Test • Measure •	Link to Y5 drawing a Viking Longboat

R.E.	What does it mean to be a Hindu in Britain today? : To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life To describe some ways in which Hindus express their faith through puja, aarti and bhajans To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others What does it mean to be a Hindu in Britain today? : To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life To describe some ways in which Hindus express their faith through puja, aarti and bhajans To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	• Describe puja and how it shows Hindu faith (A1) • Make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Describe how the life of Gandhi shows Hindu beliefs in action (C2)	• Create a factfile for a Hindu god.	• Hindu • Religion • Religious • Belief • Worship • journey	• Mandir • Diva • Murti • Aarti • Bhajans • Dharma • Moksha	

P.S.H.E/R.S.E					
• It's our world • To devise a class charter • To understand how laws are made • To know ways of saving energy • To develop an awareness of climate change • Hugs Not Drugs • To learn how a cigarette can be harmful to the body - short and long term effects • To understand why people may smoke • To understand what second hand smoke is and why it cam be harmful • To learn how to resist the unhelpful pressure to smoke	It's our world • To understand how laws are made • To know ways of saving energy • To develop an awareness of climate change Hugs Not Drugs • To learn how a cigarette can be harmful to the body - short and long term effects • To understand why people may smoke • To understand what second hand smoke is and why it cam be harmful • To learn how to resist the unhelpful pressure to smoke	• To devise a class charter	• Friend • Feelings • Relationships • Teasing • Bullying • Aggression • Behaviour • Risk • Hazard • Danger • Physical • Emotional •	• negotiate • compromise • consequences • prejudice • responsibilities • anxious • boundaries	

Computing						
• Knowledge, skills and understanding • Finding things out • 1. Pupils should be taught: • • to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people] • how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent] • to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions. • Developing ideas and making things happen • 2. Pupils should be taught: • • how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations] • how to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring changes in temperature, detecting light levels and turning on a light] • to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships [for example, simulation software, spreadsheet models]. • Exchanging and sharing	• To understand how children can protect themselves online. To understand plagiarism and its consequences. Recognise a need to find a balance between being active and digital activities. • To create and debug a program that includes variables, if/then statements and repeat/until commands. • To use formulae in a spreadsheet.	•	• Algorithm • Program • Code • Coding • Block • Instructions • robot • bug • loop • event • repeat • condition • until • virus • spam • cookies • email	• Replicate • Debugging • Conditional(s) • Phishing • Malware • Digital footprint • Copyright • plagiarism	Link to Y3 Coding Link to Y5 Coding Link to Y6 Coding

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 • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys • Recognise that environments can change and that this can sometimes pose dangers to living things.	•	• Mouth • Tongue • Teeth • Tooth • Stomach • Carnivore • Herbivore • Omnivore • Producer • Prey • Predator	• Saliva • Incisors • Canine • Molar • Oesophagus • Intestines • Enzymes • Acid • Food chain	
Music	• Sing and perform. Develop songs by adding choreography, adding untuned percussion and tuned percussion. • Use tuned percussion to accompany music. level GABC. Show notation on a stave. • Listen and appraise the songs from ABBA • Compose own rhythm patterns and riffs using GABC. • Mamma Mia (Pop) To explore a variety of rhythms within a song and to clap various beats. • Play and perform using tuned instruments. (Glockenspiel Stage 2) • Notation: CDEFG Place on the stave. • Language of music; learn about pitch and rhythm. • Play and perform music developing more complex rhythms • Compose own music.	• Language of music; learn about pitch and rhythm.	• Develop songs by adding choreography, adding untuned percussion and tuned percussion. Sing a duet • Use tuned percussion to accompany music. level GABC. Show notation on a stave. • Listen and appraise the songs from ABBA • Compose own rhythm patterns and riffs using GABC. • Mamma Mia (Pop) To explore a variety of rhythms within a song and to clap various beats. • Play and perform using tuned instruments. (Glockenspiel Stage 2) • Compose own music.	• Pulse • Pitch • Texture • Structure • Chorus • Lyrics •	• Rhythm • Tempo • Dynamics • Timbre • Notation • Glockenspiel • Hook •	Link to Y3 composing Link to Y5 composing Link to Y6 composing
Languages	•	• Numbers up to 100 and introduce words for simple calculations. • To know the names of pets. To say plurals of animals • To be able to express preferences about animals.	• To ask and give a birthday date and to wish somebody a happy birthday • Sing Happy birthday in Spanish	•		Link to Y3 Spanish Link to Y5 Spanish Link to Y6 Spanish

| P.E. | • | • Netball: Can pass a ball from a stationary position
• Understand basic rules of High 5's Netball
• Can pivot to pass and receive a ball
• Will be able to show awareness of space and how to find space in a High 5 game.
•
• Dance: Can demonstrate through dance some agility, balance, coordination and precision
• Can show a range of travelling movements in time with music.
• Can communicate effectivley with a group
• Will be able to create a dance based on Ancient Eygpt and can evaluate others performances.
• | • | • Pass
• Chest
• Bounce
• Shoulder
• Attack
• Defend
• Movement
• Throw
• Rotate
• Travel
• Movement
• Level
• Pathway
• | • technique
• overhead
• pivot
• intercept
• court
• agility
• balance
• coordination
• precision
• motif
• canon
• formation
• | Link to Y5 Basketball, Invasion Games |