Year 4

GLAM History/Geography	VOLCANOES A volcano has hit our village. In the aftermath, how will we survive? First aid demonstration		STONE AGE How did Stone Age people survive? Shelter building visit		ROMANS What have the Romans ever done for us? Residential visit from Roman soldier	
Religious education	How are important events remembered?	What is the most significant part of the Nativity story for Christians today?	What faiths are shared in our country?	What is the importance of the Holy Week for Christians? Easter	How do the Five Pillars guide Muslims?	Why are Gurus at the heart of Sikh belief and practice?
Science	States of Matter solids/liquids/gases changing state Electricity simple circuits/conductors and insulators		Living Things and their Habitats classification keys/environments Animals including Humans teeth/digestive system/food chains		Sound vibration/pitch/volume/ear	
Reading spine	The Firework Maker's Daughter		Harry Potter and the Philosopher's Stone		Krindlekrax	
PE	Athletics sprinting/relay/long distance/javelin/shot/chest push Skipping	Dance - Topic Gymnastics – symmetry and asymmetry Skipping	Badminton Gymnastics – rolling	Handball OAA orienteering	Cricket Alternative games/ child-led games	Sports day practice Football
PHSE	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,	That in school, and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to	How to critically consider their online friendships and sources of information including awareness of the risks associated	How to recognise and report feelings of being unsafe or feeling bad about any adult.	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	children's security as they grow up.	managing conflict, how to manage these situations and how to seek help or advise from others, if needed.	others, including those in positions of authority.	with people they have never met.		
	Children understand basic first aid procedures	Understand how we can look after our environment and why this is important world wide – current themes.	Chn can make informed choices around issuses affecting health and wellbeing	Chn can recognise harmful substances and describe their effect on the body.	Chn can talk about the ways they can over come negative emotions (Krindlekrax)	Chn can understand the nature of bullying and know how to support those in need (Krindlekrax)
Art	**Drawing:** - I can show an awareness of space when drawing. - I can draw for sustained periods of time, paying attention to detail and reflecting on my progress at regular intervals. Houkusai (Japanese printmaking)		**Painting:** - I can explore painting on a variety of surfaces (e.g. card, canvas, stone, clay, plaster). - I can investigate visual and tactile qualities in materials and processes. - I can use this information to help me develop ideas and choose materials and techniques which are suitable for what I want to do. Stone Age art		**Sculpture:** - I can cut, make and combine shapes to create recognisable forms. - I can explore printing techniques (e.g. mono-printing, block printing, relief/impressed method). - I can describe how my work developed. - I can relate these to the context in which the work was made and the purpose of the work. Ancient Roman art	
Computing	- I can use a spellchecker, find, search and replace tools - I can use zoom and view tools - I can create tables and graphs - I can change the page setup, including orientation and margins **Vocabulary:** search results, tables, graphs, plagiarism		- I can write code which uses sequences, repetition and variables - I can predict the outcome of an algorithm when something is changed **Vocabulary:** search results, tables, graphs, plagiarism		- I can identify cyberbullying and understand how to report it - I understand how to keep my information safe online - I can send emails which include documents or images - I understand the difference between the URL and the search bar - I can use a search engine independently **Vocabulary:** search results, tables, graphs, plagiarism	

DT		A light box		Shelter Building	'Low-Air Miles' Pizza Making	
		A light box **Children to design and create a Christmas-themed light box to be used as a decoration.** I can model and communicate my ideas through discussion and annotated sketches. I can explain how my choices of materials and components have contributed to the **aesthetic qualities** of my finished product. I can begin to independently select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. for cutting, shaping, joining and finishing.) I can consider how my finished products and those of others might be improved and how well it meets the design criteria. I can understand and use electrical systems in my products, i.e. **a bulb and a switch**.		**Shelter Building** **In groups, children to create a shelter** I can model and communicate my ideas through discussion and annotated sketches. I can explain how my choices of materials and components have contributed to the **aesthetic qualities** of my finished product. I can begin to independently select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. for cutting, shaping, joining and finishing.) I can consider how my finished products and those of others might be improved and how well it meets the design criteria.	**'Low-Air Miles' Pizza Making** **Children to create their own recipe for a healthy pizza using seasonal British-grown ingredients.** I understand seasonality and know how a variety of ingredients are grown, reared, caught and processed. I can prepare and cook a savoury dish that contribute to a healthy and varied diet.	
Geography		**Volcanos** Children will use their map skills in order to locate and understand where volcanos are located and why. Children will also understand the different types of volcano. **Objectives** • I can suggest why land use has changed in the areas studied, why some has remained the same and how it might change in the future. •		UK • I can explain regional land-use patterns across the U.K and how some of these have changed over time, including how land in the local area was once used for mining and is now largely arable land, residential and recreational. • I can name and locate some of the counties of the UK, including Yorkshire, Lincolnshire, Derbyshire, Lancashire, Greater London. **Key Questions:**	Europe • I can identify the human and physical characteristics of some European countries (including Russia,) including the River Volga, Mount Elbrus, Bialowieza Forest and notable landmarks including Stonehenge, the Coliseum and La Sagrada Familia.) • I can name and locate some countries in Europe and their capital cities. • **Key Questions:** • What are human and physical features?	

	• I can use digital/computer mapping to locate countries and describe features studied, e.g. digimapforschools • I can use a range of symbols, including on Ordinance Survey Maps to find physical and human characteristics of a given area or region. • I can confidently use eight points of a compass to locate given features on a map. **Key Questions:** • Why do most volcanos fall on the ring of fire? • What are the different types of volcano? • What impact does living near a volcano have on the community?	• What is a city? • What are regional land-use patterns in the UK? • What are the main forms of land use? • How have these changed over time? • What impact did the mines have on Yorkshire and the communities? • What is a county?	• Where is the River Volga/Mount Elbrus/Bialowieza Forest/La sagrada familia? • Where are key capital cities in Europe? Can you name 15 European countries and their capital cities?
History	Volcanos Explore the worlds volcanos and where they are located. Understand the event of Pompeii and the impact that this had at the time. What caused Pompeii? What effect did it have on the community? Objectives: • I can identify multiple causes for an event or action and assess the significance of each. • I can identify the various consequences of an historical event and explain why they occurred. • Drawing on existing knowledge, I can ask historically valid questions about the cause and significance of events and actions. • I can explain my own interpretations of historical events using a range of historical sources to support this Key Questions: - What impact did Pompeii have on the community? - Why was Pompeii such a significant event? - What did communities learn from the explosion? - Why was it preserved so well?	Stone Age Children will explore the structure of Stonehenge and understand its historical significance. Children will understand how people lived at this time and the difference between then and now. Objectives: • Drawing on prior learning, I can place time periods studied in Year 4 into a wider chronology including known historical events, people and civilisations learnt in previous year groups. • Drawing on existing knowledge, I can ask historically valid questions about the cause and significance of events and actions. • I can explain my own interpretations of historical events using a range of historical sources to support this. • I can recognise different interpretations of the past by identifying variances between different sources. • I understand that knowledge of the past is constructed from a range of sources and sometimes these may be biased. • I can select the most useful sources of evidence to answer historical questions and assess their reliability. Key Questions: - When was the Stone Age?	Romans Children will gain an understanding of the Roman Empire and how they invaded Britain. Children will explore the Roman way of life. Children will explore the evidence that we see now from the Roman Empire. Children will understand the significant individuals within the Roman Empire. Objectives: • Drawing on existing knowledge, I can ask historically valid questions about the cause and significance of events and actions. • I can explain my own interpretations of historical events using a range of historical sources to support this. • I can recognise different interpretations of the past by identifying variances between different sources. • I understand that knowledge of the past is constructed from a range of sources and sometimes these may be biased. I can select the most useful sources of evidence to answer historical questions and assess their reliability. Key Questions: - What impact did the Roman Empire have on our country? - When did the Roman invasion occur and why? - Who was Sepitmus Severus? - How did the Romans live?

		- How was the Stone Age different to how we live now? - How did people communicate? - How did they survive? - What did their daily consist of? - Why is Stonehenge such a significant structure? - How did they make Stonehenge? - What has stone taught us about the people of that time?	- How did the Romans live? How was this different to how we live now?
Music	I understand the meaning of Tempo, Dynamic, Melody and Structure. I understand the importance of an integrated approach to musical performance and can apply this knowledge to my performance. I can listen to and talk about music. I can analyse and compare different musical pieces and styles. I am developing an understanding of the history of music.	I understand the meaning of Pulse, Rhythm and Pitch. I can understand how to sing to my best ability and perform to others. I can control my voice and develop my performance to show progress	I can play a non-tuned instrument or clap in time. I can follow, create and perform musical pieces using instruments I can perform in solo. I can show some skills in composition.