

# Year 4

<b>Year 4</b>						
<b>GLAM</b> History/Geography	<b>VOLCANOES</b>  A volcano has hit our village. In the aftermath, how will we survive?  First aid demonstration		<b>STONE AGE</b>  How did Stone Age people survive?  Shelter building visit		<b>ROMANS</b>  What have the Romans ever done for us?  Residential visit from Roman soldier	
<b>Religious education</b>	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?
<b>Science</b>	<b>States of Matter</b> solids/liquids/gases changing state  <b>Electricity</b> simple circuits/conductors and insulators		<b>Living Things and their Habitats</b> classification keys/environments <b>Animals including Humans</b> teeth/digestive system/food chains		<b>Sound</b> vibration/pitch/volume/ear	
<u>Reading spine</u>	<u>The Firework Maker's Daughter</u>		<u>Harry Potter and the Philosopher's Stone</u>		<u>Krindlekrax</u>	
<b>PE</b>	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
<b>PHSE</b>	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	That in school, and in wider society they can expect to be treated with respect by others, and that in turn they should show	How to critically consider their online friendships and sources of information including awareness of the	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

	children's security as they grow up.	uncomfortable, managing conflict, how to manage these situations and how to seek help or advise from others, if needed.	due respect to others, including those in positions of authority.	risks associated with people they have never met.		negative impact on mental health.
	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 issues affecting health and wellbeing	Chn can recognise harmful substances and describe their effect on the body.	Chn can talk about the ways they can overcome negative emotions (Krindlekrax)	Chn can understand the nature of bullying and know how to support those in need (Krindlekrax)
<b>Art</b>	<p>I think about the overall effect of my work and can explain clearly what I am trying to represent in my artwork.</p> <p>I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work.</p> <p>I can use collected information to help me develop ideas for my artwork and choose materials and art techniques which are suitable for what I want to do.</p>		<p>I can develop my techniques, including my control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>I can design and make pictures and objects in art for different purposes.</p>		<p>I can discuss how art and design both reflect and shape our history.</p> <p>I can discuss how art and designs contribute to the culture, creativity and wealth of our nation.</p>	
<b>Computing</b>	<p>I can design a computer program that follows a sequence. I can create alternative paths to be taken through a program (using if, then, else)</p> <p>I can explain how computers use input, process and output to carry out useful tasks.</p>		<p>I can design, write and debug simple programs that accomplish simple goals.</p> <p>I can predict changes that will occur as a result of changing variables</p>		<p>I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes.</p> <p>Scratch (forever)</p>	
<b>DT</b>	Electrical systems – circuits & systems		<u>Cooking and nutrition</u> <u>Prepare and cook a savoury dish</u>		Romans – invention of arches. Research archaeologists/famous Roman architecture. Why are arches so strong? Look at aqueducts – could create something similar to successfully transport liquid. Do as the Romans: Construct an Aqueduct! - YouTube	

<p><b>Geography</b></p>	<p>I can identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>I can name and locate key topographical features of UK and Europe (including Russia) [including hills, mountains, coasts and rivers]</p>	<p>I can explain regional land-use patterns across the U.K and how some of these have changed over time.</p>	<p>I can explain geographical regions of Europe (including Russia) and identify their human and physical characteristics.</p>
<p><b>History</b></p>	<p>I can identify trends over time</p> <p>I can comprehend that knowledge of the past is constructed from a range of sources and sometimes these may be biased.</p>	<p>I can address and begin to devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can describe changes in Britain from the Stone Age to the Iron Age.</p>	<p>I can describe/make links between changes within and across the Roman Empire and its invasion of Britain.</p> <p>I can identify the results of historical events, situations, changes in the context of the Roman invasion.</p> <p>I can compare social, cultural and religious similarities and differences between Celt and Roman ways of life.</p>
<p><b>Music</b></p>	<p>I understand the meaning of Tempo, Dynamic, Melody and Structure.</p> <p>I understand the importance of an integrated approach to musical performance and can apply this knowledge to my performance.</p> <p>I can listen to and talk about music.</p> <p>I can analyse and compare different musical pieces and styles.</p> <p>I am developing an understanding of the history of music.</p>	<p>I understand the meaning of Pulse, Rhythm and Pitch.</p> <p>I can understand how to sing to my best ability and perform to others.</p> <p>I can control my voice and develop my performance to show progress</p>	<p>I can play a non-tuned instrument or clap in time.</p> <p>I can follow, create and perform musical pieces using instruments</p> <p>I can perform in solo.</p> <p>I can show some skills in composition.</p>