






YEAR 4 Working document	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Shine</p>  <p>Based on the story 'The Green book'; Earth is a dying planet, so humans prepare and plan a move to outer space and end up settling on the planet 'Shine'. What will they need to sustain life?</p>		<p>Dragons, Myths and Legends</p> 		<p>Near, far, wherever you are</p> 	
Educational Visits / Visitors/ enrichment	<p>Potential trip to: Carymoor - Environment workshop</p>		<p>Potential trip to: Vikings/Anglo Saxon day – new Barn Farm</p>		<p>Potential trip to: American Museum in Bath/SS Great Britain</p>	
History including STEAM ideas to promote learning	<p>How Dark were the Middle ages? Understand why Anglo-Saxons invaded and what evidence we have for it Understand what the main changes were in Anglo Saxon Britain. The lives of famous people from the past and the impact their life had on historical developments – Black History Month</p>		<p>Were Vikings raiders or traders? Understand why the Vikings came to Britain and how they were able to takeover. Discuss the different viewpoints of the Vikings. The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Sutton Hoo Beowulf Significant events: 1066, Battle of Hastings, Lindisfarne</p>		<p>Who owns our land? A local history study. Local landowners – Sir Edward Phelps. Montacute House/ Montacute Priory Montacute tower. Significant person in history: Explorers/refugees</p>	

<p>Science including STEAM ideas to promote learning</p> <p>(including some DT skills)</p>	<p>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</p> <p>Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Investigate the use of switches. Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Investigate the lives of famous scientists and the impact they had on the world.</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees</p> <p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear</p>	<p>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 Carl Linnaeus – Classification system</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Potential outdoor learning focus linked with Geography; wild tracking /endangered animals and extinction</p>
<p>DT including STEAM ideas to promote learning</p>	<p>Know how to peel, cut, grate, mix, mould and begin to cook foods.</p> <p>Design and make apple crumble Make shelters for Shine with simple electric circuits.</p>	<p>Know about movement of simple mechanisms such as levers and linkages.</p> <p>Potential opportunity for outdoor learning focus linked with DT; making a dragon's lair / camouflage</p>	<p>Use sheet materials and construction tools – textiles – using felt and thread to construct and decorate an item</p> <p>Potential outdoor learning focus linked with DT; building wigwag / tepee shelters/totem poles</p>
<p>Geography including STEAM ideas to promote learning</p>	<p>Types of settlements in modern Britain: villages, towns, cities. Look at the reasons for choosing a certain location for a settlement. Relate to how settlements would be established on Shine. Linked to settlements beside rivers e.g Weymouth next to the River Wey.</p> <p>Use of mapping skills from Year 3 to create map of 'Shine'</p>	<p>Human geography including trade between UK and Europe.</p> <p>Fair and unfair distribution of resources (Fairtrade)</p> <p>Types of settlements in Viking, Saxon Britain, linked to History</p> <p>Using google earth to compare rivers mountains and terrain. Compare mountains and hill heights using a key on an atlas</p> <p>The eight points of the compass, four figure grid references</p>	<p>Locate and name the main counties and cities in / around Somerset</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Compare 2 different regions in UK rural / urban</p> <p>Locate and name the main the main counties and cities in England.</p> <p>Compare land use maps of UK from past with the present, focusing on land use.</p>

			<p>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 within North or South America.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts</p>
English genres and some suggested texts	<p>The Green Book - A Journey tale</p> <p>Explanation text- How can we protect the world?</p> <p>How do people keep themselves healthy?</p> <p>T4W unit – Coming Home</p> <p>Persuasive Letters – Linked to protecting the environment</p>	<p>Tell me a Dragon – T4W unit poetry</p> <p>Newspaper articles</p> <p>Diary entries</p> <p>Discovering eggs story writing</p> <p>Myths and legends</p> <p>Beowulf</p> <p>Colourful Semantics – A Hero like Me</p>	<p>Persuasive writing: who owns the land?</p> <p>Letter writing</p> <p>Biographies – Pocahontas or another famous traveller</p> <p>River Poetry</p> <p>Balanced Argument - should we stay or go?</p> <p>North American Myths – Cloud eater/ creation myth</p> <p>The Lost Words</p>
Art	<p>To expand what drawing and pattern can be by making a sensory drawing.</p> <p>To devise my own rules to help with making a drawing?</p> <p>To design my own pattern thinking about colour, composition, and shape.</p> <p>To explore the work of artists who tell stories through imagery.</p> <p>To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing.</p> <p>To create a finished piece which contains sequenced images to describe a narrative.</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p>To consider how the way I present my work can change the meaning of the work or how others see it.</p> <p>To make a distinction between ‘audience’ and ‘art’ by creating a short-term construction of a figurative sketch.</p> <p>To consider how the context and presentation of my artwork can help to define it.</p> <p>To display the work made through the half term and reflect on the outcomes.</p> <p>To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook.</p> <p>To explore contemporary still life and respond by making visual notes in my sketchbook.</p> <p>To create my own still life artwork exploring, colour, line and texture.</p>	<p>To explore the work of artists who explore parallels between us and other beings.</p> <p>To explore how I can use a variety of media to create observed and expressive drawings of nests.</p> <p>To explore what it is like to be a bird when building a nest.</p> <p>To display the work made through the half term and reflect on the outcomes.</p> <p>To collaborate to create a communal picnic drawing on a cotton sheet.</p> <p>To display the work made through the half term and reflect on the outcomes.</p> <p>To explore the work of artists who create sculpture inspired by food.</p> <p>To make my own sculpture of food that I like.</p> <p>Potential link to outdoor learning: to collect a range of materials that are suitable for a nest and create a nest using them</p>
Computing	Online Safety	Collaboration	Data Handling

	<p>Understand that passwords need to be strong and that apps require some form of password. Recognise some types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and well-being are being affected in either a positive or negative way through online use. Offer some advice and tips to combat the negative effects of online use.</p>	<p>Understanding that computer networks provide multiple services, such as the world wide web, and opportunities for communication and collaboration. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Understanding that software can be used collaboratively online to work as a team. Recognising what appropriate behaviour is when collaborating with others online.</p> <p>Programming Understand how to create a simple script in Scratch. Add or change a sprite and prevent it from rotating. Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. Understand what a variable is and how to use the 'say' and 'ask' blocks. Create a variable and be able to use a variable to record a score. Understand what a variable is and how it works within a program.</p>	<p>Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data that predicts the weather. Using keywords to effectively search for information on the internet. Searching the internet for data. Designing a device that gathers and records sensor data. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Understanding that data is used to forecast weather.</p> <p>Programming Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code.</p>
<p>PE</p>	<p>Dance Cooperate to make a dance warm up and take on a leadership role Respond imaginatively to a stimulus Dance in unison with a partner/group performing a range of movement patterns Perform in canon showing a range of movement patterns Perform a variety of levels and pathways in a dance</p> <p>Gymnastics Can perform a variety of shapes with good control when performing various skills</p>	<p>Outdoor Adventurous Games Use a key to accurately place things in the correct locations according to a plan Develop different methods of communication to achieve a goal Give and follow directions using the eight points of the compass Use co-ordinates on a plan to correctly place and locate different objects Listen carefully and follow instructions given by teammates Lead a team to complete a task</p>	<p>Football Move body to correct position to stop and control a ball Pass the ball with inside of feet, whist on the move Dribble the ball using inside, outside hook and drag back, beginning to accelerate Defend- moving forward to close down space to tackle in a conditioned game. Intercept a pass Shooting- Strike a moving ball (past a goal keeper) with some accuracy</p>

	<p>Perform various jumps and develop travelling across the mat Teddy bear roll with a partner/group in sequence with pointed toes Perform matching and mirroring balance routines on apparatus Perform a bunny hop onto a variety of apparatus with control Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes Hopscotch across the floor to develop hurdle step onto low apparatus</p> <p>Fitness Balancing in different directions e.g. on leg- forward backward and side to side Complete a variety of fitness activities confidently and achieve a number of personal bests Co-ordinate body efficiently to perform a combination of movements or actions when exercising Begin to know different types of fitness. Take pulse before and after exercise</p> <p>Netball Pass and receive, stepping into the pass with control (chest, bounce and shoulder pass) Perform a stride and jump stop with a pivot Perform two different dodges (Drive and the dodge) creating space to receive the ball Marking a player, standing side on, sticking to player Shooting- focus on bending the knees and place hand under the ball to shoot Encourage children to talk about tactics when attacking and defending Introduce Bee netball (Flier) Confidently play Bee netball (Flier) 4v 4</p>	<p>Swimming Enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out. Be confident to be able to swim across the pool without stopping Begin to show breathing technique when performing various strokes with and without a float Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke Be able to swim at least 25 metres Perform safe self-rescue in water base situations e.g. pyjama rescue, float aids in deep water etc</p> <p>Handball Ball Awareness-moving ball around different parts of the body with control Dribbling and bouncing a ball with control and using either hand Pass and receive, stepping into the pass (chest and bounce pass) Scoring into a goal, beginning to take 3 steps- adding an active goalkeeper Bringing in footwork and travelling rules into a game situation Dodging around a player with the ball, focus on dodging into a space Encourage children to talk about tactics when attacking and defending Introduce 4v4 adapted game Introduce additional rules</p>	<p>Encourage children to talk about tactics when attacking and defending Small sided games - up to 7v7</p> <p>Tennis Move with balance and control to catch a ball Hit a ball into a target from a variety of distances/ angles with no bounce Hit/bounce ball on racket when moving Hit ball in forehand/ backhand position with drop feed Play a game communicating as a team Play adapted games Children encouraged to think of tactics</p> <p>Leadership To know what a good leader is and be able to communicate in different ways. To understand the STEP principle To be able to lead a task To be able to lead games with and without equipment To be able to organise participants into teams and create a game To teach a game to a small group</p> <p>Athletics Perform 'FAST' technique confidently when sprinting Throw a javelin/vortex with height and distance Perform a hop, step and jump (standing triple jump) Pass a relay baton with control with a partner in adapted games Develop running for distance In warm ups, increasing with each lesson Run and jump over hurdles with some speed and control</p>
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<p>Music</p>	<p>Body and Tuned Percussion Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.</p>	<p>Changes in Pitch and Tempo Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Whole Class Instrumental Lessons Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music.</p>	<p>Samba and Carnival Sounds Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.</p>
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PSHE	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can give examples of these decisions and how they might relate to me.</p>	<p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p> <p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>
RE	<p>Incarnation To understand and discuss:</p>	<p>Creation To understand and discuss:</p>	<p>Kingdom of God To understand and discuss:</p>

	<p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</p> <p>Judaism To give examples of agreements and contracts and explain how they would feel if one was broken. To tell you an affirmation/promise they would like to make. To start to explain what makes Jewish people believe they have a special relationship with God. To tell you some of the ways Jewish people express their special relationship with God</p>	<p>God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p> <p>Salvation To understand and discuss: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p> <p>Humanism To understand what constitutes Humanism. To be able to identify key features and festivals.</p> <p>Judaism To be able to compare with other religions. Judaism To explain why I think some things need to wait until you are a certain age. To give you examples of things they are committed to and explain which ones are more or less important to them. To describe some of the ways that Jews choose to show commitment to God and starting to understand that</p>
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			they do this in different ways. To express an opinion on which ways they think might be the best ways for Jews to show their commitment to God and start to give reasons.
Maths	Place Value Mental Addition and Subtraction Addition and subtraction Addition and subtraction Mental Multiplication and division Multiplication and division Geometry Fractions Time 4 rules through statistics	Place Value Addition and Subtraction through Perimeter and length Multiplication through area if mixed Division Fractions Geometry Fractions and decimals Fractions and Decimals Multiplication	Statistics Time Addition and Subtraction Multiplication and Division Mass/Volume and Capacity Place Value Calculation & Measures Calculation & Measures Fractions Geometry
MFL	To say, read, write and spell vocabulary and phrases relating to: How to introduce and present yourself Your family	To say, read, write and spell vocabulary and phrases relating to: Goldilocks Habitats	To say, read, write and spell vocabulary relating to: My classroom My home