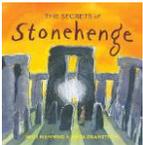
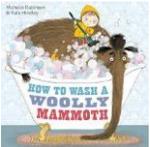
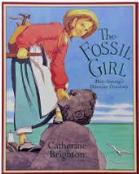
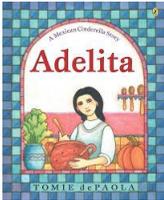
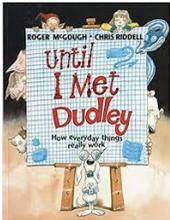
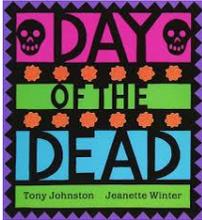
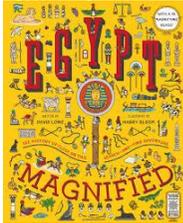
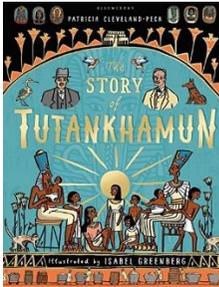
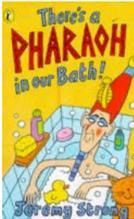
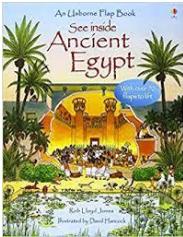


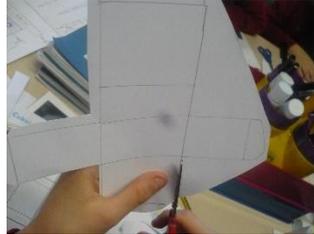
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 <p>The Stone Age to Iron Age</p>		 <p>Mexico</p>		 <p>Ancient Egypt</p>	
Curriculum Link	History	History	Geography / History	Geography / History	History/Geography	History/Geography
Breadth	Changes from Stone Age to Bronze Age to Iron Age.	Changes from Stone Age to Bronze Age to Iron Age.	A region in North or South America	A region in North or South America	The achievements of the earliest civilisations – a depth study of ancient Egypt	The achievements of the earliest civilisations – a depth study of ancient Egypt.
Core Text (s)	<p>Stone Age Boy</p>  <p>Skara Brae</p>  <p>Secrets of Stonehenge</p> 	<p>How to Wash a Woolly Mammoth</p>  <p>Mary Anning and The Sea Dragon</p>  <p>The Fossil Girl</p> 	<p>Adelita (Mexican Cinderella) Writing own story linking.</p>  <p>Until I Met Dudley</p> 	<p>Day of the Dead</p>  <p>Mexico (Non – fiction).</p>	<p>Egypt Magnified</p>  <p>Tutankhamun</p> 	<p>There's a Pharaoh in our Bath.</p>  <p>See inside Egypt</p> 
Hook	Drama activity linking to Stone Age Boy.	Building Stonehenge.	Mexican objects led enquiry.	Mexico day – food, music, clothing, dancing.	Ancient Egypt led enquiry.	Building an Egyptian Pyramid.

Visits and visitors			Residential to Lineham farm.	Mexican workshop	Children will visit Leeds City Museum and investigate Ancient Egypt.	
Community Links	Leeds Library Coding Club coding for Leeds Light Night with the Children.	Community cheerleaders visiting Orchard Court for a Christmas Sing Along.				
English	The children will read Stone Age boy and have the opportunity to use dramatic techniques to explore the narrative. They will explore effective description and use this to write a retell of Stone Age Boy. After this, children will look at non-chronological reports and their features. Through this, children will learn about using fronted adverbials and commas.	Year 4 will work towards writing instructions, using modal verbs, on How to Wash a Woolly Mammoth. The children will create a Drama piece based on this. The children will also learn to use fronted adverbials and subordinate conjunctions through Newspaper reports linked to the Stone Age. They will discuss imagery and drama through the Mary Anning and the Sea Dragon text. Through this they will create their own poems including expanded noun phrases.	Children will read Adelita (Mexican Cinderella) and plan a retell of the story including a twist and sentences of 3 for action. They will also read Until I met Dudley and use this to write an explanation, with subordinating conjunctions.	This half term, the focus text will be Day of the Dead. Children will write and perform poems using adjectives and expanded noun phrases. Year 4 will then read the non-fiction text 'Mexico'. Using the information in the text the children will produce and advert for visiting Mexico. This will include Modal verbs and persuasive techniques.	Children will use the text Egypt magnified to plan and create a cartoon about Egyptian life/mummification and key events in Egyptian times. Then children will read The Story of Tutankhamun and produce a diary and biography about his life. They'll write a newspaper report about his trouble as king and his death.	Year 4 will read There's a Pharaoh in our Bath! And use ideas from this to create their own narrative about an Egyptian on an adventure in the modern world. Their story will include speech, adverbs for precision and sentences of 3 for description and action. Then the children will read the non-fiction text See Inside – Ancient Egypt and use the information to plan and create non-chronological reports. Skills taught throughout the year will be recapped.
Maths	Number – Place Value Children will learn to recognise the value of the thousands, hundreds, tens and ones. They will find 100 and 1000 more and less than given numbers and solve practical problems. Number – Addition and Subtraction Children will practise column addition and subtraction with exchanges. They will find the most efficient way to subtract and learn how to estimate.	Measurement – Length and perimeter Year 4 will learn how to find and measure the perimeter of rectilinear shapes in cm and m. Number – Multiplication and Division Children will practise counting in multiples of 6, 7, 9, 25 and 100. They will learn to multiply 2 digit numbers by 1 digit numbers using the distributive law.	Number – Multiplication and Division Children will continue to practise multiplication facts and learn to multiply one digit numbers by 2 digit numbers using a formal written layout. Measurement – Area Children will learn to find the area of rectilinear shapes by counting the squares.	Number – Fraction Children will learn about equivalent fractions. They will investigate fraction problems looking at quantities. Number – Decimals They will learn to write decimal equivalents of any number of tenths or hundredths. Children will learn to solve fractions and decimals problems to two decimal places.	Number – Decimals Year 4 will compare numbers with the same number of decimal places up to two decimal places. They will learn to round decimals and identify the value of tenths and hundredths. Measurement – Money Children will learn to estimate, compare and calculate different measures, including money in pounds and pence. Measurement – Time Children will learn to read, write and convert time	Statistics Year 4 will begin to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. They will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Geometry – Properties of Shapes Children will investigate angles; they will learn to

					between analogue and digital 12- and 24-hour clocks. They will investigate problems involving time and conversion from hours to minutes; minutes to seconds; years to months; weeks to days.	identify and order acute and obtuse angles. They will also learn to classify shapes and identify lines of symmetry in different orientations. Geometry – Position and Direction Year 4 will learn to describe positions on a quadrant in coordinates and plot coordinates to create a shape. They will learn to describe the movements of a translation.
Science	Children will look at the properties of solids, liquids and gases. They will recognise what causes changes in states and conduct investigation into this (temperature). Children will also explore the Water cycle (evaporation and condensation) and understand it's importance.	Children will investigate sound, discovering that vibrations make sound. They will also explore pitch and volume through an instrument investigation.	Year 4 will learn about the digestive system including the parts of it and their functions. They will be able to explain the journey of food. They will explore different types of teeth and their function and link this to predators and prey. They will they look at food chains and combine their knowledge to create an accurate food chain.		Children will look at uses of electricity. They will build electrical circuits (cells, wires, bulbs, switches, buzzer). Alongside this, the children will explore conductors and insulators through investigations.	Children will begin grouping living things and looking at the classification trees (grouping and naming). They will look at environmental changes and effects.
Extended Writing	Extended Writing: Non chronological report on The States of Matter	Extended Writing: Instructions on how to build a String telephone	Extended Writing: An Explanation about the digestive system.		Extended Writing: Children will create a cartoon about How to build a circuit.	Extended Writing: Children will write a non-chronological report about recent environmental changes.
Investigative Science – Focus question?	How can we make the chocolate melt quicker?	How does a string telephone work?	How do we digest food?	Why do teeth decay and how can we prevent it?	How does a circuit work?	How do we effect the environment?

DT**Structures**

Children will learn how to make a 3D shape from a 2D net. They will investigate different packaging and then go on to design make and evaluate their own.



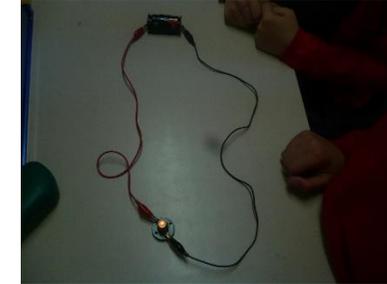
The children will create thumb pots from clay similar to those made in the Palaeolithic Era.

Food

Children will continue to learn about the different food groups, including the foods we need to eat to have a healthy balanced diet. They will design, make and evaluate a meal building on the cooking skills they have already learnt.

**Electrical systems**

Children will make an electrical circuit incorporating a light bulb. They will then go on to design, make and evaluate their own light product.

**Art****Collage**

Children will learn about, and look at collage artwork. They will explore different collage techniques such as mosaic, tessellation and montage.

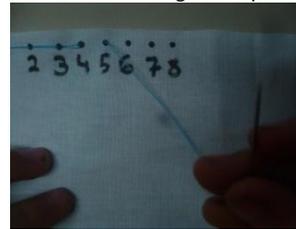


Children will create Art work linking to Stonehenge including silhouettes, cave paintings and charcoal hand markings. They will use a range of materials and discuss the effectiveness of their technique.

Children will also use a range of materials to create Art linking to the Stone Age. They will create Stonehenge silhouettes, cave art and sketches of the Stonehenge. They will evaluate their technique and final piece.

Textiles

Children will shape and stitch materials using back and cross stitch sewing techniques.



Children will create artwork linking to Day of the Dead and other Mexican folk art. They will use a range of materials.

Children will also create artwork inspired by Day of the Dead. They will decorate maracas using a variety of media.

Sculpture

Children will use clay to create and combine shapes. They will learn how to add detail and texture using clay tools.



The children will use printing to create scrolls with their name on in the Ancient Egyptian alphabet.

History	Year 4 will learn about prehistory, specifically prehistory from The Stone Age to The Iron Age. They will look at changes in Britain throughout the Stone Age. Children will discuss clothes, homes and food throughout the Stone Age. They will order events from BCE to CE and compare ways of life.	Children continue to learn about prehistory, specifically The Iron Age. They make comparisons between then and now and look at changes over time (Stonehenge). Children will discuss the purpose of the Stonehenge and argue different theories.	Year 4 will begin to learn about the History of Mexico, looking at traditions in Mexico. They will learn about Day of the Dead.	The children will continue to learn about the history of Mexico. They will compare and contrast Mexican life with British life and look at differences and similarities throughout history. They will learn about Aztecs and how they settled in Mexico.	Children will undertake an in-depth Study of Ancient Egypt and investigate the achievements on the time. They will look at artefacts and learn about when/where the early civilisation happened.	Year 4 will carry on their topic of Ancient Egypt looking at the life and death of Tutankhamun. They will learn about Gods/Goddesses and Egyptian life.
Geography	Year 4 will investigate changes over time throughout the Stone Age to Iron Age. They will identify Orkney Islands on a map and investigate the human and physical features and how they have changed over time.	The children will continue to learn about Britain in the Stone Age.	Children will research about Mexico, focusing on human and physical characteristics. They will locate Mexico on a map and a globe and identify that it is in N America. They will find the main cities of the country and find out about the climate of Mexico in relation to it's location on the Tropic of Cancer. They will compare and identify similarities and differences between Mexico and the UK.	Year 4 will continue their research into Mexico, this part comparing and contrasting to areas of the United Kingdom. The children will look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources in relation to the Aztecs and where they settled in Mexico.	The children will identify Egypt in an atlas and identify the country is in Africa. They will look at similarities and differences in human and physical features of Egypt and the UK.	
Extended writing		Children will produce an advert for Stone Age Home.	Children will write an explanation of what Day of the Dead is and what happens on the Day	They will write a Non-chronological report about Mexico/The Aztecs.	They will write a newspaper report about Egyptian achievements.	Children will create a diary from Howard Carter

French	<p><u>All around town.</u> Children will name some of the major cities of France, identify and say typical amenities to be found in French towns. They will learn how to say and order multiples of ten and ask and give a simple address in French. They will also learn how to locate the correct part of a bilingual dictionary to translate from French-English or vice versa</p>	<p><u>On the Move</u> Year 4 will learn the names of types of transport and how to use Je... and Tu... correctly in a simple sentence. They'll investigate how to respond to simple instructions for direction and movement and follow simple directions to find a place on a map.</p>	<p><u>Going Shopping</u> They will learn specific vocabulary relating to shopping and practise answering questions using the vocabulary. Children will have to the chance to take part in role of shopper/shopkeeper speaking French. They will learn how to greet and respond.</p>	<p><u>Where in the World?</u> Children will listen and respond to topic vocabulary; and practice answering questions orally using the topic vocabulary. They will write an answer in a sentence using the topic vocabulary and have a go at using an English/French dictionary to translate from English to French.</p>	<p><u>What time is it?</u> Children will learn how to write a sentence to tell the time in French (O'clock). They will practise counting in 5s (in french) to 30 and learn to understand and use the terms apres and avant. They will practise using the vocabulary by answering questions about a TV guide.</p>	<p><u>Holidays and Hobbies</u> Children will listen and learn to respond to vocabulary surrounding hobbies and holidays. Using this, they will practise answering questions orally and writing an answer in a sentence. They will present ideas and information orally to a range of audiences.</p>
Computing	<p>The children will learn how to set up a username on Chromebook. They will use google docs to create documents, save and retrieve documents. They will create a non-chronological report about the Stone Age.</p>	<p>The children will develop an educational computer game using selection and repetition. They will understand and use variables. And they will start to debug computer programs. They will recognise the importance of user interface design, including consideration of input and output.</p>	<p>The children will design and make an on-screen prototype of a computer-controlled toy. They will understand different forms of input and output (such as sensors, switches, motors, lights and speakers). And they will design, write and debug the control and monitoring program for their toy.</p>	<p>The children will use one or more programs to edit music. They will create and develop a musical composition, refining their ideas through reflection and discussion and they will develop collaboration skills. They will also develop an awareness of how their composition can enhance work in other media.</p>	<p>The children will understand some technical aspects of how the internet makes the web possible. They will use HTML tags for elementary mark up and use hyperlinks to connect ideas and sources. They will code up a simple web page with useful content and understand some of the risks in using the web.</p>	<p>The children will understand the conventions for collaborative online work, particularly in wikis. They will be aware of their responsibilities when editing other people's work and become familiar with Wikipedia, including potential problems associated with its use. They will practise research skills, write for a target audience using a wiki tool and develop collaboration skills.</p>
E-Safety	<p><u>Cyberbullying</u> They will learn to identify how a message can hurt someone's feelings. and say how they should respond to a hurtful message online.</p>	<p><u>Super searchers</u> Children will learn to use a search engine accurately.</p>	<p><u>Copycats!</u> Children will learn about the term 'plagiarism' and discuss how to avoid it.</p>	<p><u>Too Much information?</u> Year 4 will learn how to create a safe online profile.</p>	<p><u>The Online Community</u> Children will learn how to be a responsible digital citizen.</p>	<p><u>Cyber Superheroes</u> They will have the opportunity to create an online safety superhero character.</p>

<p>Music</p>	<p>Throughout Year 3 and 4 children will: Evaluate music using musical terms such as duration, timbre, pitch, beat and tempo to describe music. Identify areas of likes and dislikes and discuss effects on mood and feelings.</p> <p>Children will listen to and appraise songs about the Stone Age. They will link the Stone Age to symbols and recognise symbols such as a crochet, rest, quaver and minim.</p>	<p>Understand the history of music. Sing from memory, pronouncing words clearly, using accurate pitch and tune.</p> <p>Year 4 will learn and perform songs from memory for the Christmas show. They will have the chance to sing solos and perform to an audience.</p>	<p>Learn to maintain a simple part within a group and show control of voice or instrument. Play notes on an instrument with care and control.</p> <p>Children will learn the Ukulele, playing notes on the instrument with care and control. This will be with Made with Music.</p>	<p>Compose a range of sounds to create effect using voice or instrument. Create accompaniments for tunes using a variety of instruments.</p> <p>Year 4 will use digital technologies to compose pieces of Music to mimic Mexican folk Music. They will recognise the instruments used in Mexican Folk music and identify areas of likes and dislikes. They'll link this to the history of Mexican music.</p>	<p>Use digital technologies to compose pieces of music (Computing). use symbols to represent when to play and begin to recognise notes on a musical stave and recognise symbols such as a minim, crochet, rest and semibreve.</p>	<p>Children also do Made with Music throughout the Year.</p>
<p>PE and Sport</p>	<p><u>Cross Country</u> Children begin to develop running skills over longer distances leading to a class race.</p> <p>Children begin to understand pace and stamina.</p> <p>Children can describe the effects of exercise on the body showing an understanding of respiration, fatigue and recovery.</p> <p><u>Throwing and catching</u> Children develop throwing and catching skills with rounders and tennis balls</p>	<p><u>Gymnastics – linking actions – bridging, sliding and jumping</u> Children explore ways of moving around large apparatus including the apparatus frame, benches, boxes, mats, tables and planks.</p> <p>Children develop longer and more varied movement sequences demonstrating good presentation including in the transitions.</p> <p><u>Gymnastics skills</u> Children work towards performing a range of rolls.</p> <p>Children refine own performance in response to comments from others and own analysis.</p>	<p><u>Cricket</u> Input from Chance to Shine. Children to develop batting, bowling and fielding skills and play small sided games of cricket.</p>	<p><u>Multiskills</u> Children develop team game skills using small equipment.</p> <p><u>Cultural dance</u> – African dance Children compare, develop and adopt movement motifs from African dance to create their own ideas.</p> <p>Children can respond imaginatively and demonstrate a range of actions and dynamics with control and fluency.</p>	<p><u>Athletics skills</u> Children develop sprinting and jumping skills (including standing long jump) and begin to throw at distance from standing using a large ball or quoit.</p> <p>Children can demonstrate activities for specific areas of warm up - stretching, mobility, raising heart rate etc.</p> <p><u>Skipping</u> teams and routines Children develop skipping steps and create routines to music in a group.</p> <p>Children can describe how to modify and improve performance.</p>	<p><u>Hockey skills</u> Children develop hockey skills and play small sided simple games of hockey.</p> <p>Children can dribble effectively in and out of obstacle courses.</p> <p><u>Tennis skills</u> Children develop bat and ball skills using a tennis racket.</p> <p>Children play simple net games</p>

<p>RE</p>	<p><u>How do the Five Pillars guide Muslims?</u> Year 4 will learn about Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.</p>	<p><u>How are important events remembered?</u> Children will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<p><u>What faiths are shared in our community?</u> Children will look at different places of worship in the local and wider community and their significance to believers. If visits to different places of worship are not possible then try to encourage members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p>	<p><u>Why are Gurus at the heart of Sikh belief and practice?</u> Year 4 will explore the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice. They will be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. They will begin by exploring the concept of ‘guru’ as a religious teacher the investigate Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. They look at the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.</p>		
<p>PSHE</p>	<p><u>Identity, society and equality - Democracy</u> Children will explore identity, society and equality. They will specifically investigate democracy and link this to democracy within the local community. MindMate Lesson: Feeling good and being me. Year 4 will extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. They will recognise and respond appropriately to a wider range of feelings in others. As a class, they will talk about an event that made them have strong feelings.</p>	<p><u>Sex and relationship education - Growing up and changing</u> Children begin the sex and relationship topic. They will discuss growing up and changing. MindMate Lesson: Friends and family Children will recognise what constitutes a positive, healthy relationship. They will learn how to develop the skills to form & maintain positive & healthy relationships</p>	<p><u>Sex and relationship education - Growing up and changing</u> Children will continue the sex and relationship topic still focusing on growing up and changing. MindMate Lesson: Life Changes They will discuss factors, including changes, that can affect people’s emotional wellbeing & that feeling different emotions is a part of life. They will learn that everyone’s mental health & wellbeing can change over time. They</p>	<p><u>Drug, alcohol and tobacco education - Making choices</u> They will discuss drug, alcohol and tobacco and link this to making choices good choices. MindMate Lesson: Strong Emotions Year 4 will learn that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety and recognise when & how to</p>	<p><u>Keeping safe and managing risk - Playing safe</u> This half term, children explore keeping safe and managing risk. They focus on playing safe. MindMate Lesson: Being the Same and being different. Pupils will learn that their actions affect themselves & others and begin to develop self-awareness. They will investigate the connection between discrimination & uncomfortable feelings and</p>	<p><u>Physical health and wellbeing. What is important to me?</u> Children will find out about physical health and wellbeing. They will discuss what is important to them and why. MindMate Lesson: Solving problems (Making it better) Children will recognise that, at times, they may experience conflicting emotions. They will learn more about managing their emotions and have the opportunity to</p>

	<p>Then they will listen to someone else talking about a similar event</p>	<p>Children will discuss attributes that can contribute to a healthy relationship and identify some of these qualities that they have. They will learn that we don't all like the same things and that it's ok.</p>	<p>will be given the chance to use 'I' messages especially (e.g. I feel X when X happens, I would like to tell X) and be able to listen to others 'I' messages.</p>	<p>ask for help. They will learn about basic techniques for resisting pressure to do something dangerous, unhealthy and so on and have the chance to complete the sentence 'I feel stressed/anxious when ...and my body feels...' & the sentence 'When I feel stressed or anxious I can ask for help by ...'.</p>	<p>be able to use a range of vocabulary to apologise when they have done something wrong/unkind. They will learn to use feedback to improve their self-awareness.</p>	<p>develop a coping strategy that will work for them & explain the steps involved.</p>
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