

<u>Year 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic:</b>  <b>Main Texts:</b>	<b>Food Production</b>  <b>Charlie and the Chocolate Factory, by Roald Dahl</b>	<b>The Egyptian Dynasty</b>  <b>The Scarab's Secret, by Nick Would and Christina Balit</b>	<b>Kingdoms</b>  <b>Around the World in 80 Days, by Jules Verne</b>	<b>Kingdoms</b>  <b>Kensuke's Kingdom, by Michael Morpurgo</b>	<b>Circuits</b>  <b>The Boy Who Harnessed the Wind by William Kamkwamba</b>  <b>Blackout by John Rocco</b>	<b>Queen Victoria's Empire</b>  <b>The Son of The Circus, by E L Norry</b>
<b>English and Maths</b>	<i>See discrete plans (including assessments) for English and Maths.</i>					
<b>Science</b>	<b>Animals, including humans</b>  Name the parts and functions of the digestive system.  Name different types of teeth and state their functions.  Compare human and animal teeth.	<b>States of matter</b>  Classify solids, liquids and gases. Change water into three states of solid, liquid & gas.  Pupils will design and carry out experiments involving heating and cooling. Complete and label a water cycle showing evaporation and condensation.	<b>Living things and their habitats</b>  Identify and classify a range of living things in their local and wider environment.  Use Keys to identify and sort species.  Construct a variety of food chains to identify predator, producers and prey.	<b>Electricity</b>  Construct a working simple circuit incorporating all components correctly to light a lamp or sound a buzzer.  Classify materials into conductors and insulators.	<b>Sound</b>  Understanding of the terms pitch and volume.  To explain how a sound is made and how we hear the sounds.	

<p><b>History</b></p>		<p>An in depth study of the achievements of an ancient civilization: Ancient Egypt</p> <p>Use replica artefacts and evidence from ancient Egypt to research and make conclusions about the life style and major achievements of the ancient civilisation.</p> <p>Pupils will create their own Ancient Egyptian Museum to show what they have learnt.</p>			<p>Local History Study: site/aspect of history post 1066</p> <p><b>Queen Victoria</b> and her influence on East Cowes and the Isle of Wight.</p> <p>Explore Osborne House and the surrounding areas looking for the impact of QV's residence in EC.</p> <p>Explore the development of the IOW (particularly seaside towns) during the Victorian era.</p> <p>Research key points in the Victorian Empire - to emphasise how EC/ UK was at the centre of world developments.</p>
<p><b>Geography</b></p>	<p>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.</p> <p>Study farming on the Isle of Wight.</p> <p>Investigate produce grown and plot its distribution</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area</p>		<p>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).</p> <p>Mapping skills- plotting adventures</p> <p>Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>Use fieldwork to observe, measure record and present the human and physical features in the local area- looking for evidence of QV's influence in EC and around the IOW.</p> <p>Mapping the Empire.</p>

<p><b>Art and Design</b></p>		<p>Clay Sculptures</p> <p>Draw and annotate Egyptian artefacts from different perspective.</p> <p>Investigate, and sketch existing icons/ sculptures- looking at the significance of colours in Ancient Egyptian culture.</p> <p>Clay skills- joining, building using coiling and pinching. Mark and texture making.</p> <p>Design own Egyptian God and create it in 3D clay sculpture form.</p> <p>Paint in appropriate colours and patterns.</p>		<p>UK Artist Studies:</p> <p>Study 5 different artists, One from each country in the UK. Create artwork in artists style.</p> <p>England – Banksy – Street Art</p> <p>Michelle Granville – Ireland – Collage</p> <p>Steve Brown – Scotland – Drawing and Painting</p> <p>Jon Foreman – Wales – Environmental Art</p>		<p>Mixed Media Collage:</p> <p>Circus masks- mixed media collage.</p> <p>Additionally: Sketches on location. Victorian artist/ architecture study.</p> <p>Circus posters based on Victorian style</p>
<p><b>Design Technology</b></p>	<p>Design, make and package a new kind of chocolate bar.</p> <p>Focus on nutritional values, cooking skills,</p>		<p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Design and make animal feeders</p>		<p>Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	

	information required on packaging and design.		from recyclable materials.		Make a game that uses electric circuits.	
<b>Music</b>	Please refer to Music Curriculum overview in Other Subject Areas of the Curriculum Tab on the school's website.					
<b>PE</b>	<p>Ball skills/ Tag Rugby</p> <p>Develop ball skills and contact games.</p>	<p>Dance/ Tag Rugby Continued</p> <p>Link to Egyptians.</p> <p>Show increased flexibility, strength, technique, control and balance.</p> <p>Respond to a piece of music creating a sequence of moves, performing own dance.</p> <p>Improve own performance.</p> <p>Play competitive games</p>	<p>Gymnastics/ Basketball</p> <p>Sequence a range of gymnastic movements.</p> <p>Rolling.</p> <p>Balance</p> <p>Travelling</p> <p>Linking movements.</p> <p>Using apparatus.</p>	<p>Netball/ Gymnastics Apparatus</p> <p>Play competitive games</p> <p>Passing the ball</p> <p>Team games</p> <p>Rules of the game.</p> <p>Scoring and defending skills</p> <p>Using apparatus.</p>	<p>Fitness Circuits/ Golf</p> <p>To be able to complete a series of aerobic activities to develop levels of fitness and improve personal goals over a series of weeks.</p> <p>Jumping, skipping, running etc.</p>	<p>Athletics/ Circus Skills</p> <p>Able to run, jump, throw and catch using a combination of skills.</p> <p>Follow the rules of competitive games.</p> <p>Record and improve personal best.</p> <p>Circus skills – throwing/ catching, balancing, gymnastics</p> <p>-leading to circus parade or performance to the other class.</p>
<b>RE</b>	<p>Neighbours and Community</p> <p>Christianity</p>	<p>Symbols and Hanukkah</p> <p>Judaism</p>	<p>Devotion</p> <p>Hinduism</p> <p>Mahashivratri</p>	<p>Passover and Moses</p> <p>Judaism</p>	<p>Symbols as Stones</p> <p>Buddhism</p> <p>Christianity</p>	<p>Ideas about God</p> <p>Christianity</p> <p>Hinduism</p>

<b>PSHE</b>	Safe Relationships Families and Friendships Physical health and Mental Wellbeing		Belonging to a Community Media Literacy and Digital Resilience Money and Work		Respecting Ourselves and Others Growing and Changing Keeping Safe	
<b>French</b>	Time: Days, months, and birthdays Review Numbers Children can listen to spoken language and show understanding by joining.	Christmas Children can listen to spoken language and show understanding by joining in.	Time: Telling the Time O clock and half past Quarter past and quarter to What is the time?	School Children can listen to spoken language and show understanding by joining in.	Animals Children can listen to spoken language and show understanding by joining in.	Family Children can listen to spoken language and show understanding by joining in.
<b>Computing</b>	Networks * Connecting networks *What is the internet made of? *Sharing information *What is a website? *Who owns the web? *Can I believe what I read?	Audio Editing *Digital recording * Recording sounds *Creating a podcast * Editing digital recordings * Combining audio *Evaluating podcasts	Photo editing *Changing digital images *Changing the composition of images *Changing images for different uses *Retouching images *Fake images *Making & evaluating a publication	Data Logging *Answering questions *Data collection * Logging *Analysing Data *Data for answers *Answering my question	Repetition in shapes *Programming a screen turtle *Programming letters * Patterns & repeats *Using loops to create shapes *Breaking things down *Creating a program	Repetition in games *Using loops to create shapes *Different loops * Animate your name *Modifying a game *Designing a game *Creating our games

