



# Year 4

## Learning Journey

Spelling

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RHE

Art

PE

MFL

Music

# Spelling

Autumn 1							
	<u>/ay/</u> e.g. <u>display</u>	<u>/e/</u> e.g. <u>mention</u>	<u>/ee/</u> e.g. <u>peace</u>	<u>/i/</u> e.g. <u>experiment</u>	<u>/ie/</u> e.g. <u>tie</u>	<u>/oe/</u> e.g. <u>telescope</u>	<u>/u/</u> e.g. <u>unfair</u>
Half Term							
Autumn 2							
	<u>/ue/</u> e.g. <u>popular</u>	<u>/ar/</u> e.g. <u>heart</u>	<u>/ear/</u> e.g. <u>weary</u>	<u>/er/</u> e.g. <u>firm</u>	<u>/oo/</u> e.g. <u>fool</u>	<u>/or/</u> e.g. <u>corpse</u>	n/a
Christmas Holidays							
Spring 1							
	<u>/f/</u> e.g. <u>forward</u>	<u>/g/</u> e.g. <u>grammar</u>	<u>/j/</u> e.g. <u>inject</u>	<u>/k/</u> e.g. <u>accident</u>	<u>/l/</u> e.g. <u>knowledge</u>	<u>/m/</u> e.g. <u>lamb</u>	
Half Term							
Spring 2							
	<u>/n/</u> e.g. <u>apparent</u>	<u>/p/</u> e.g. <u>pedal</u>	<u>/r/</u> e.g. <u>grammar</u>	<u>/s/</u> e.g. <u>separate</u>	<u>/t/</u> e.g. <u>history</u>	n/a	
Easter Holidays							
Summer 1							
	<u>/z/</u> e.g. <u>zip</u>	<u>/sh/</u> e.g. <u>establish</u>	<u>/ay/</u> e.g. <u>layer</u>	<u>/ee/</u> e.g. <u>guarantee</u>	<u>/ie/</u> e.g. <u>insight</u>	<u>/er/</u> e.g. <u>confirm</u>	
Half Term							
Summer 2							
	<u>/k/</u> e.g. <u>physical</u>	<u>/l/</u> e.g. <u>alter</u>	<u>/s/</u> e.g. <u>script</u>	<u>/sh/</u> e.g. <u>publish</u>	<u>/ee/</u> e.g. <u>steel</u>	<u>/s/</u> e.g. <u>absolute</u>	n/a
End of the Year							

# Reading

<b><u>Autumn 1</u></b>	The Boy at the Back of the Class – Fiction	Recycling week and coding week – Non-fiction.  The Boy at the Back of the Class – Fiction	Refugee Fact File – Non-fiction.  The Boy at the Back of the Class – Fiction	Black History Month – Non-fiction  The Boy at the Back of the Class – Fiction	Moussaka Recipe – Non-fiction  The Boy at the Back of the Class – Fiction	The Legend of Podkin One Ear – Fiction  The Boy at the Back of the Class – Fiction	The Boy at the Back of the Class – Fiction
<b><u>Half Term</u></b>							
<b><u>Autumn 2</u></b>	The Boy at the Back of the Class – Fiction  Bubbles – Narrative.	The Boy at the Back of the Class – Fiction.  Jane Goddall – Non-fiction.  How to Heal a Dragon – Fiction.	The Boy at the Back of the Class – Fiction  Fortunately – Picture Book	The Boy at the Back of the Class – Fiction  Electricity (Billy Elliot) – Song	The Boy at the Back of the Class – Fiction  Thomas Edison – Non-fiction	The Boy who Ran Away and Joined the Circus - Fiction	Milk Bottle Fairies – Instructions.
<b><u>Christmas Holidays</u></b>							
<b><u>Spring 1</u></b>	A Midsummer Nights Dream  New Years Eve	A Midsummer Nights Dream  States of Matter	A Midsummer Nights Dream  Chinese New Year	A Midsummer Nights Dream  Environment	A Midsummer Nights Dream  Celebrations		
<b><u>Half Term</u></b>							
<b><u>Spring 2</u></b>	A Midsummer Nights Dream  6 Nations Rugby	A Midsummer Nights Dream  Poetry	A Midsummer Nights Dream  Spring	A Midsummer Nights Dream  St Patrick's Day	A Midsummer Nights Dream  Habitats	A Midsummer Nights Dream	
<b><u>Easter Holidays</u></b>							
<b><u>Summer 1</u></b>	Varjak Paw  Environmental Issues	Varjak Paw  India	Varjak Paw  Money	Varjak Paw  Animal Rights	Varjak Paw  Bees	Varjak Paw  Disney Songs	
<b><u>Half Term</u></b>							
<b><u>Summer 2</u></b>	Varjak Paw  Healthy Schools Week	Varjak Paw  Sports Poeples	Varjak Paw  Spies and Crime	Varjak Paw  Teeth	Varjak Paw  Comics	Varjak Paw	
<b><u>End of the Year</u></b>							

# Writing

<b><u>Test</u></b>	The Boy at the Back of the Class						
<b><u>Autumn 1</u></b>	Writing a diary entry	Information texts	Vocabulary and grammar	Character description	Balanced argument	Grammar week	
<b><u>Half-Term</u></b>							
<b><u>Autumn 2</u></b>	Narrative writing	Formal letter	Newspaper report	Debate	Book review	Creative writing	Instruction writing
<b><u>Christmas Holidays</u></b>							
<b><u>Spring 1</u></b>	Writing a synopsis (Midsummer's Night's Dream)	Writing a synopsis (Midsummer's Night's Dream)	Writing a setting description	Writing a setting description	Writing a character description	Writing a character description	
<b><u>Half Term</u></b>							
<b><u>Spring 2</u></b>	Writing a newspaper report	Writing a newspaper report	Writing a letter	Writing a letter	Writing a review	Writing a review	
<b><u>Easter Holidays</u></b>							
<b><u>Summer 1</u></b>	Diary entry	Persuasive letter	Suspense writing	News broadcast	News broadcast		
<b><u>Half-Term</u></b>							
<b><u>Summer 2</u></b>	Healthy Schools Week	Narrative	Narrative	Grammar	Book Review	Front cover design	
<b><u>End of the Year</u></b>							

# Mathematics

Half Term		
	Number: Place Value	Number: Addition and Subtraction.
<b>Autumn 1</b>	To represent numbers to 1,000.	To add subtract 1s, 10s, 100s and 1,000s.
	To partition up to 1,000.	To be able to add up to two 4-digit numbers (no exchange).
	To use a number line to 1,000.	To add two 4-digit numbers (one exchange).
	To count up in 1000s.	To add two 4-digit numbers (more than one exchange).
	To represent numbers to 10,000.	To subtract two 4-digit numbers (no exchange).
	To partition numbers up to 10,000.	To subtract two 4-digit numbers (one exchange).
	To flexibly partition numbers.	To subtract two 4-digit numbers (more than one exchange).
	To find 1, 10, 100 and 1,000 more and less.	To be able to apply efficient subtraction methods.
	To use a number line to 10,000.	To be able to estimate answers to a given amount.
	To estimate on a number line to 10,000.	To be able to efficient methods to check the strategies I use.
	To compare numbers to 10,000.	End of unit assessment for addition and subtraction.
	To order numbers to 10,000.	
	To recognise and write roman numerals.	
	To round numbers to the nearest 10.	
	To round to the nearest 100.	
	To round to the nearest 1,000.	
To round to the nearest 110, 100 or 1,000.		
End of unit assessment for place value.		
Half Term		
	Measurement: Area	Number: Multiplication and Division A
<b>Autumn 2</b>	To understand what is mean by area.	To recall the multiples of 3.
	To calculate the area of a shape by count in squares.	To be able to multiply and divide by 6.
	To be able to create shapes and calculate their area.	To recall the 6 times-table and related division facts.
	To be able to compare the area of shapes.	To be able to multiply and divide by 9.
	End of unit assessment for area.	To recall the 9 times-table and related division facts.
		To investigate the relationship between the 3, 6 and 9 times-tables.
		To be able to multiply and divide by 7.
		To recall the 7 times-table and related division facts
		To recall the 11 times-table and related division facts.
		To recall the 12 times-tables and related division facts.
		To be able to multiply by 1 and 0.
		To divide a number by 1 and itself.
		To be able to multiply three numbers.
		End of unit assessment for multiplication and division A.

# Mathematics

Mathematics		
<b>Spring 1</b>	<a href="#">Number: Multiplication and Division</a>	<a href="#">Measurement: Length and Perimeter</a>
	To be able to recognise factor pairs.	To be able to measure in kilometres and meters.
	To be able to use factor pairs to produce a product.	To be able to find equivalent lengths (Kilometres and meters).
	To be able to multiply by 10.	To be able to find the perimeter on a grid.
	To be able to multiply by 100.	To be able to find the perimeter of a rectangle.
	To be able to divide by 10.	To be able to recognise the perimeter of rectilinear shapes.
	To be able to divide by 100.	To be able to find missing lengths in rectilinear shapes.
	To be able to recall related multiplication and division facts.	To be able to calculate the perimeter of rectilinear shapes.
	To be able to apply Informal written methods for multiplication.	To recognise the perimeter of regular polygons.
	To be able to multiply a 2-digit number by a 1-digit number.	To be able to calculate the perimeter of polygons.
	To be able to multiply a 3-digit number by a 1-digit number.	End of block assessment for length and perimeter.
	To be able to divide a 2-digit number by a 1-digit number (1).	
	To be able to divide a 2-digit number by a 1-digit number (2).	
	To be able to divide a 3-digit number by a 1-digit number.	
	To investigate correspondence problems.	
To investigate efficient methods for multiplication.		
End of block assessment for multiplication and division.		
<u>Half Term</u>		
<b>Spring 2</b>	<a href="#">Number: Fractions</a>	<a href="#">Number: Decimals A</a>
	To understand what is meant by 'the whole'.	To recognise tenths as fractions.
	To be able to count beyond 1 in fractions.	To recognise tenths as decimals.
	To be able to partition a mixed number.	To be able to place tenths on a place value chart.
	To be able to count in mixed numbers on a number line.	To be able to place tenths on a number line.
	To be able to compare and order mixed numbers.	To be able to divide a one digit number by 10.
	To understand what is meant by an improper fraction.	To be able to divide a two digit number by 10.
	To be able to convert mixed numbers to improper fractions.	To recognise hundredths as fractions.
	To be able to convert improper fractions to mixed number.	To recognise hundredths as decimals.
	To be able to place equivalent fractions on a number line.	To be able to place hundredths on a place value chart.
	To investigate equivalent fraction families.	To be able to divide a one or two digit number by 100.
	To be able to add two or more fractions.	End of block assessment on decimals A.
	To be able to add fractions and mixed numbers.	
	To be able to subtract two fractions.	
	To be able to subtract a fraction from whole amounts.	
To be able to subtract from mixed numbers.		
End of block assessment for fractions.		

# Mathematics

Half Term			
<b>Summer 1</b>	<a href="#">Number: Decimals B</a>	<a href="#">Measurement: Money</a>	<a href="#">Measurement: Time</a>
	To be able to make the whole with tenths.	To be able to write money as a decimal.	To be able to recognise years, months, weeks and days.
	To be able to make the whole with hundredths.	To be able to convert between pounds and pence.	To be able to recognise hours, minutes and seconds.
	To be able to partition decimals.	To investigate comparing amounts of money.	To be able to convert between analogue and digital time.
	To investigate methods for partitioning decimals.	To be able to estimate with money.	To be able to recognise and convert to the 24hr clock.
	To investigate comparing decimals.	To be able to calculate with money.	End of unit assessment for time.
	To investigate ordering decimals.	To investigate solve problems with money.	
	To be able to round to the nearest whole number.	End of unit assessment for money.	
	To investigate finding halves and quarters as a decimal.		
End of unit assessment for decimals B.			
<b>Summer 2</b>	<a href="#">Geometry: Properties of Shapes</a>	<a href="#">Geometry: Position and Direction</a>	<a href="#">Statistics</a>
	To be able to recognise angles as turns.	To be able to describe position using coordinates.	To be able to Interpret information on a chart.
	To investigate identifying angles.	To be able to plot coordinates.	To use a bar chart to compare the sum and difference.
	To be able to compare and order angles	To be able to draw 2D shapes on a grid.	To be able to Interpret information on a line graphs.
	To investigate the properties of triangles	To be able to translate a shape on a grid.	To be able to draw a line graph.
	To investigate the properties of quadrilaterals.	To be able to describe a translation on a grid.	End of unit assessment for statistics.
	To investigate the properties of different polygons.	End of unit assessment for position and direction.	
	To be able to recognise lines of symmetry.		
	To investigate the symmetric properties of shapes.		
	End of unit assessment for properties of shapes		

# Science

Sound							
<b>Autumn 1</b> EQ: How do ear-defenders reduce the volume of sounds that we hear?	To identify common sounds that we hear.	To understand and explain how sound travels.	To understand and explain how we hear sound.	To investigate why sounds for an echo.	To investigate how sounds can be altered through pitch and loudness.	To learn about how sound insulators work.	Assessment: How do ear defenders reduce the volume of sounds that we hear.
Half Term							
Electricity							
<b>Autumn 2</b> EQ: How does a wire-buzzer game work, and can I make my own?	To identify ways we use electricity in our everyday lives.	To understand how electricity flows around a circuit.	To investigate building a working electrical circuit.	To explore and explain how common conductors and insulators work.	To apply my learning about electricity to design a wire-buzzer game.	To build and test my own wire-buzzer game.	Assessment: How does a wire-buzzer game work, and can I make my own?
Christmas Holidays							
States of Matter							
<b>Spring 1</b> EQ: How can water be a solid, a liquid and a gas?	To understand what is meant by a solid, a liquid and a gas.	To investigate gases in liquids.	To investigate the how materials change state.	To investigate the evaporation and condensation of water.	To understand how evaporation and condensation links to the water cycle.	Assessment: How can water be a solid, a liquid and a gas?	
Half Term							
Living Things and their Habitats							
<b>Spring 2</b> EQ: Why is a change in an animal's habitat potentially dangerous to their survival?	To understand the life-processes of all living things.	To identify the types of organism we are likely to find in a habitat .	To classify organisms using a branching diagram.	To understand how living things are connected in a food chains.	To investigate how environmental change can impact on the survival of living things.	Assessment: Why is a change in an animal's habitat potentially dangerous to their survival?	
Easter Holidays							
Living Things and their Habitats							
<b>Summer 1</b> EQ: How can we protect the habitats of different living things?	To classify different vertebrates according to their characteristics.	To classify different invertebrates according to their characteristics.	To recognise that environments can change and this can pose an issue for animals	To understand how habitats change over the seasons and how animals adjust to these changes	To make a guide protecting the habitats of different living things.	Assessment: How can we protect the habitats of different living things?	
Half Term							
Animals Including Humans							
<b>Summer 2</b> EQ: Why should we look after our teeth, and how can we do this?	To identify and name the parts of the digestive system	To understand the functions of the human digestive system	To identify the different types of teeth and their function	To understand the structure of the tooth	To experiment which materials damage our teeth	To describe the actions that can be taken to prevent tooth decay	Assessment: Why should we look after our teeth,, and how can we do this?
End of the Year							

# Computing

<b>Autumn 1</b>	Unit 4.2 – Online Safety				Unit 4.7 – Effective Search			
	Going phishing	Beware malware	Plagiarism	Healthy screen-time	Using a search engine	Use search effectively to answer questions	Reliable information sources	
<b>Half Term</b>								
<b>Autumn 2</b>	Unit 4.1 - Coding							
	Design, code, test and debug	IF statements	Co-ordinates	Repeat until and IF/ELSE statements	Number variables	Making a playable game		
<b>Christmas Holidays</b>								
<b>Spring 1</b>	Unit 4.3 - Spreadsheets							
	Formula wizard and formatting cells	Using the timer and spin buttons	Line graphs	Using a spreadsheet for budgeting	Exploring place value with a spreadsheet			
<b>Half Term</b>								
<b>Spring 2</b>	Unit 4.4 – Writing for different audiences					Unit 4.6 - Animation		
	Font styles	Producing a news report	Producing a news report	Writing for a campaign	Writing for a campaign	Animating an object		
<b>Easter Holidays</b>								
<b>Summer 1</b>	Unit 4.6 - Animation		Unit 4.5 - Logo					
	2Animate Tools	Stop motion animation	Introducing 2Logo	Creating letters using 2Logo	Using the 'repeat' command in 2Logo	Using procedures		
<b>Half Term</b>								
<b>Summer 2</b>	Unit 4.8 – Hardware Investigators		4.9 – Making Music					
	Hardware	Parts of a Computer	Understanding music	Rhythm and tempo	Melody and pitch	Creating music		
<b>End of the Year</b>								

# D-STEM

<u>Autumn 1</u>	Designing and making a healthy Greek meal (Link to PSHE and Science)
<u>Half Term</u>	
<u>Autumn 2</u>	Designing and making a buzzer game (Link to Science)
<u>Christmas Holidays</u>	
<u>Spring 1</u>	Designing and creating a moving toy, using gears and pulleys (Link to Science)
<u>Half Term</u>	
<u>Spring 2</u>	Designing and making a model of a volcano (Link TO Geography Enquiry).
<u>Easter Holidays</u>	
<u>Summer 1</u>	Designing and making a functioning pencil case (Link to Art Textiles Unit)
<u>Half Term</u>	
<u>Summer 2</u>	Designing a model of the water-cycle (Link to Science)
<u>End of the Year</u>	

# Humanities

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><b>Autumn 1</b></p> <p>EQ: What impact have the Ancient Greeks had on the world today, and what should we thank them for?</p>	<p><b>LO: To understand who the Ancient Greeks were:</b> and understand what life was like in Ancient Greece.</p>	<p>LO: To discover what we can learn about life in Ancient Greece from Ancient Greek myths.</p>	<p>LO: To celebrate the achievements of Alexander the Great and his legacy for the modern world.</p>	<p>LO: To discover the impacts the Ancient Geeks had on our language, mathematics and buildings.</p>	<p>LO: To learn about how the Ancient Greeks governed themselves, and how that impacts our lives today.</p>	<p>LO: To demonstrate my understanding of the impact the Ancient Greeks had on the world today, and what we should thank then for.</p>
<b>Half term</b>						
<p><b>Autumn 2</b></p> <p>EQ: Why is it so hard to predict the weather?</p>	<p><b>LO: To explore why we have such varied types of weather on Earth.</b></p>	<p>LO: To investigate how we are able to measure the weather.</p>	<p>LO: To understand what air pressure is and how it affects our weather.</p>	<p>LO: To understand the causes and effects of a heatwave on people and the planet.</p>	<p>LO: To investigate what the climate is like in the UK, and how it is connected to the climate of other parts of our planet.</p>	<p>LO: To demonstrate my understanding of why it is so hard to predict the weather.</p>
<b>Christmas</b>						
<p><b>Spring 1</b></p> <p>EQ: Why did the Maya build pyramids, and are they the the same as other pyramids around world?</p>	<p>LO: To investigate who the Ancient Mayans were.</p>	<p>LO: To explore how the Maya built their civilisation in the jungle.</p>	<p>LO: To understand what life was like to be rich or poor in the Mayan civilisation.</p>	<p>LO: To investigate why the ancient Mayans built pyramids.</p>	<p>LO: To compare the pyramids of the Ancient Mayans to other pyramids around the world.</p>	<p>LO: To demonstrate my understanding of why the Maya built pyramids, and how they compare to other pyramids around the world.</p>
<b>Half term</b>						
<p><b>Spring 2</b></p> <p>EQ: What lies beneath our feet?</p>	<p><b>LO: To explore what lies beneath our feet.</b></p>	<p>LO: To learn the Earth structure and how it was formed.</p>	<p>LO: To learn about the Earth's tectonic plates.</p>	<p>LO: To investigate how earthquakes happen, and how devastating they can be.</p>	<p>LO: To discover how volcanoes are formed, and why they are so dangerous.</p>	<p>LO: To demonstrate my understanding of what lies beneath our feet.</p>
<b>Easter</b>						
<p><b>Summer 1</b></p> <p>Should the Anglo-Saxon period really be called 'The Dark Age'?</p>	<p><b>LO: To discover who were the Anglo-Saxons, and why they chose to invade Britain.</b></p>	<p>LO: To investigate what we can learn about life in Anglo-Saxons times from the Sutton Hoo ship burial.</p>	<p>LO: To undertint the significance of the Staffordshire Hoard to our understanding of the Anglo-Saxons.</p>	<p>LO: To investigate how useful written evidence is in finding out about the Anglo-Saxons.</p>	<p>LO: To explore the evidence of how the Anglo-Saxons impact out lives today.</p>	<p>LO: To demonstrate my understanding of whether the Anglo-Saxon period should really be called 'The Dark Age'.</p>
<b>Half term</b>						
<p><b>Summer 2</b></p> <p>Where does the water from our tap come from?</p>	<p><b>LO: To investigate the three states of water, and why this is important.</b></p>	<p><b>LO: To understand the journey of the water cycle.</b></p>	<p>LO: To be able to explain how clouds are formed, and their role in the water cycle.</p>	<p>LO: To explore how and why our drinking water is cleaned.</p>	<p>LO: To be able to identify the causes and consequences of water pollution.</p>	<p>LO: To demonstrate my understanding of where the water from our tap comes from.</p>

# Religious Education

<b>Judaism – How important is it to show penitence, and why is it important to Jewish people.</b>						
<b>Autumn 1</b>	To reflect on times when I have had to say sorry.	To understand why Jewish people believe in showing penitence.	To learn about the significance of Rosh Hashanah to Jewish people.	To learn about Yom Kipur and how Judaism requires repentance at the start of each year	To learn about the significance of the Book of Life to Jewish people.	Assessment: How important is it to show penitence, and why is it important to Jewish people?
<b>Half Term</b>						
<b>Christianity – What do we mean by peace and where can it be found?</b>						
<b>Autumn 2</b>	To reflect on my understanding of what peace means to me.	To explore the idea that Christian believe in finding inner peace.	To explore the Christian belief that Jesus returned to Earth to teach us how to live a peaceful life.	To understand the true meaning of Christmas, and explore how this promotes peace on Earth	To reflect on my views on how we can promote peace for all people on Earth.	Assessment: What do we mean by peace, and where can it be found?
<b>Christmas Holidays</b>						
<b>Gurmat (Sikhism) – Does it matter what we wear?</b>						
<b>Spring 1</b>	To reflect on what I already know about the Gurmat tradition.	To learn about 5K's of the Gurmat tradition.	To understand why the 5 K's of Gurmat tradition are significant to Sikhs.	To explore other forms of traditional dress worn by people of other faiths, and to understand why they are significant.	To reflect on my own views of whether some types of clothing are more significant than others to me and to other people.	Assessment: Does it matter what we wear?
<b>Half Term</b>						
<b>Christianity – Will Jesus be as important in 2000 years as he is to Christians in the world today?</b>						
<b>Spring 2</b>	To reflect on my knowledge of why Jesus is important in the lives of Christians.	To explore Jesus' teachings on the themes of morality, peace, love and respect.	To reflect on how relevant Jesus' teaching are in the modern world today.	To reflect how Jesus' teachings could promote peace and harmony in our community and in the wider world	To reflect on my own views of whether Jesus' teachings will be important in the future.	Assessment: Will Jesus be as important in 2000 as he is to Christians in the world today?
<b>Easter Holidays</b>						
<b>Islam – How do shared celebrations help us to connect, and what role do they play in Islam? – Trip</b>						
<b>Summer 1</b>	To reflect on my knowledge of what shared celebrations we have, and why we share them.	To explore the festivals celebrated in Islam, and the reasons why they are celebrated.	To understand how shared festivals and celebrations help form a sense of community for Muslims across the world.	To explore other shared festivals and celebrations held by followers of different faiths.	To reflect on my own views of how important shared celebrations are in helping to create a sense of community.	Assessment: How do shared celebrations help is to connect with each other, and what role do they play in Islam?
<b>Half Term</b>						
<b>Humanism – What is Humanism and how is it different to a religious world view?</b>						
<b>Summer 2</b>	To explore Humanism is as a world view.	To understand Humanism is different to a religious world view.	To explore different Humanist views for how we should live our lives.	To compare Humanist views on how we should live to a religious world view.	To reflect on my own understanding of a Humanist world view for how we should live our lives.	Assessment: What is Humanism and how is it different to a religious world view?
<b>End of the Year</b>						

# PSHE-RHE

<b>Half Term</b>							
<p><b>Autumn 1</b> <u>Being Me in My World</u></p> <p>EQ: How can I make a difference in my school community?</p>	To know my attitudes and actions make a difference to the class team	To understand who is in my school community, and the roles they play	To understand how democracy works through the school council	To understand that my actions affect myself and others	To understand how groups come together to make decisions	To understand how democracy and having a voice benefits the school community	Assessment: How can I make a difference in my school community?
<b>Half Term</b>							
<p><b>Autumn 2</b> <u>Celebrating Difference</u></p> <p>EQ: Should we always trust our first impressions of someone?</p>	To understand that sometimes we judge people on what they look like	To understand what influences peoples' assumptions	To know that sometimes bullying is hard to spot and to know what to do if unsure	To understand why sometimes witnesses do not stop bullying	To identify what is special about me and value ways I am unique	To explain a time when my first impression of someone was wrong	Assessment: Should we always trust our first impressions of someone?
<b>Christmas Holidays</b>							
<p><b>Spring 1</b> <u>Dreams and Goals</u></p> <p>EQ: What can I do if I feel disappointed about something?</p>	To communicate some of my hopes and dreams	To understand that sometimes hopes and dreams do not come true	To know that reflecting on the positive can help me overcome the negative	To know how to make a new plan if I have failed	To work out the steps to achieve a goal as part of a group	To identify the contributions myself and others made as part of a group	Assessment: What can I do if I feel disappointed about something?
<b>Half Term</b>							
<p><b>Spring 2</b> <u>Healthy Me</u></p> <p>EQ: What can I do if I see someone doing something wrong?</p>	To recognise how different friendship groups are formed	To recognise the changing dynamics between friendship groups	To understand the facts about smoking and the effects on health	To understand the facts about alcohol and the effects on health	To recognise when people are putting me under pressure and learn how to resist this	To have a clear picture for myself of what is right and wrong	Assessment: What can I do if I see someone doing something wrong?
<b>Easter Holidays</b>							
<p><b>Summer 1</b> <u>Relationships</u></p> <p>EQ: How do people express their love and appreciation for other people and animals?</p>	To identify the web of relationships I am part of	To identify someone I love and express why they are special to me	To talk about someone I know that I no longer see	To explain different perspectives on animal rights	To understand how someone feels when they love a special pet	To know how to show love and appreciation to people and animals	Assessment: How do people express their love and appreciation for other people and animals?
<b>Half Term</b>							
<p><b>Summer 2</b> <u>Changing Me</u></p> <p>EQ: What changes take place to boys and girls so that they are ready to reproduce?</p>	To understand the process of conception (not intercourse)	To correctly label the internal and external organs of males and females	To understand the changes that take place during puberty to boys and girls	To describe how a girl's body changes in order for her to have babies	To be introduced to sanitary products and understand how they are used	To identify and learn to accept changes that have happened out of my control	Assessment: What changes take place to boys and girls so that they are ready to reproduce?
<b>End of the Year</b>							

# Art

<b><u>Autumn 1</u></b> <b><u>Drawing</u></b>	To respond to a story as a starting point for a piece of art	To use a viewfinder to select and record patterns in natural objects	To select and use my own drawings to create a piece of work	To use a landscape as inspiration for a piece of art	To respond to the work of John Brunson	To create a landscape in the style of John Brunson
<b><u>Half Term</u></b>						
<b><u>Autumn 2</u></b> <b><u>Painting</u></b>	To select, construct and work on a multi-shaped, textured surface	To use overpainting to add texture to a piece	To make practical responses to the work of Georgia O'Keefe	To use a landscape as inspiration for a piece of art	To make practical responses to the work of Turner	To develop a landscape inspired by the work of Turner
<b><u>Christmas Holidays</u></b>						
<b><u>Spring 1</u></b> <b><u>Collage</u></b>	To respond to the work of Henri Matisse	To explore the visual qualities of materials and processes in my work	To respond to the surrealist facial images of Hannah Hoch	To use my own image as a starting point for a piece of art	To explore the purposes and intentions of the artist Andy Warhol	To develop a piece of art inspired by Andy Warhol
<b><u>Half Term</u></b>						
<b><u>Spring 2</u></b> <b><u>Printing</u></b>	To investigate monotyping	To develop a monoprint inspired by William Morris	To explore monoprint drawing	To develop a piece of monoprint drawing	To develop a monoprint inspired by the work of Kahinde Wiley	To produce a monoprint inspired by the work of Kahinde Wiley
<b><u>Easter Holidays</u></b>						
<b><u>Summer 1</u></b> <b><u>Textiles</u></b>	<b><u>Covered in DT Unit</u></b>					
<b><u>Half Term</u></b>						
<b><u>Summer 2</u></b> <b><u>3D Sculpture</u></b>	To research designs for an incense holder sculpture.	To use modelling techniques to create an incense holder.	To complete a sculpture that achieves an artistic brief.	To combine drawing and sculpting skills to create an Alexander Calder inspired 'wire drawing'.	To design a wire mobile design inspired by Anthony Calder and Laura Kohler.	To create a wire mobile sculpture inspired by Alexander Calder and Laura Kohler.
<b><u>End of the Year</u></b>						

# Physical Education

<b><u>Autumn 1</u></b>	Swimming
	Team Games (Tag Rugby)
<b><u>Half Term</u></b>	
<b><u>Autumn 2</u></b>	Swimming
	Agility, Control & Coordination (Football)
<b><u>Christmas</u></b>	
<b><u>Spring 1</u></b>	Flexibility, Strength & Technique (Gymnastics)
	Developing a Range of Movements (Dance)
<b><u>Half Term</u></b>	
<b><u>Spring 2</u></b>	Technique & Hand-Eye Coordination (Tennis)
	Health & Exercise
<b><u>Easter</u></b>	
<b><u>Summer 1</u></b>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<b><u>Half Term</u></b>	
<b><u>Summer 2</u></b>	Attacking & Defending (Cricket)
	Multi Sports (Team Games)
<b><u>End of the Year</u></b>	

# MFL - Spanish

<b><u>Autumn 1</u></b>	To recap on my learning in Spanish from Year 3.	To learn the names of parts of the face in Spanish.	To learn the names of parts of the body, describing them using adjective agreements	To be able to write a description for parts of the body, using adjective agreement.	To be able to say I have, he/she has (Tener (vb), Tengo, Tiene and the negative form)	To be able to use coordinating conjunctions (And, But) to join sentences in Spanish.	To be able to ask and answer question about parts of the human body in Spanish.
<b><u>Half Term</u></b>							
<b><u>Autumn 2</u></b>	To be able to say the names of animals in Spanish.	To be able to write the names of animals in Spanish.	To be able to describe animals in Spanish.	To write descriptions of animals in Spanish.	To be able to compare the appearances of animals in Spanish.	Assessment: Recapping learning from the Autumn term.	To explore the significance of Christmas in Spanish culture
<b><u>Christmas Holidays</u></b>							
<b><u>Spring 1</u></b>	To learn to say the names of family members in Spanish	To be able to write the names of family members in Spanish.	To be able to describe my family, using I have, he/she has (Tengo/ tiene)	To be able to describe my family members using the negative form (No tengo / no tiene)	To describe members of my family in Spanish using the possessive adjective. (Mi ....Tu ....)	To be able to say and write descriptions of my family, using a Spanish dictionary to help.	
<b><u>Half Term</u></b>							
<b><u>Spring 2</u></b>	To be able to describe the weather, using adjectives in Spanish.	The be able to say the names of my hobbies.	To be able to write what my hobbies are in Spanish.	To write descriptions of my hobbies, using adjectives, in Spanish.	Assessment: Recapping learning from the Spring term.	LO: To explore an aspect of Spanish culture	
<b><u>Easter Holidays</u></b>							
<b><u>Summer 1</u></b>	To be able to give my opinion on different hobbies in Spanish.	To be able to ask the question of what people in my class like to do for a hobby.	To be able to say and write numbers over 50 in Spanish.	To learn the names for different modes of transport in Spanish.	To be able to write descriptions for modes of transport in Spanish, using a Spanish dictionary.	To be able to say and write my opinion for using different modes of transport in Spanish.	
<b><u>Half Term</u></b>							
<b><u>Summer 2</u></b>	The learn the names of different types of clothing in Spanish.	To be able to write the names of different types of clothing in Spanish, using the correct plural form.	To describe different items of clothing in Spanish, using the correct adjective agreements.	Writing descriptions of items of clothing in Spanish.	To be able to say and write numbers over 100 in Spanish.	Assessment: Recapping learning from the Summer term.	LO: To explore an aspect of Spanish culture
<b><u>End of the Year</u></b>							

# Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 4	Reading Notation 2: 2, 3 and 4 Time	Exploring Staff Notation 2: Follow the Score (Glockenspiel)	Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)	Composition Skills 2: Sequences and Pentatonic Phrases	Exploring Classical Music 1: Legato and Staccato	Becoming Musicians 2: Major and Minor

## Overview

In Year 4, pupils delve deeper into musical concepts. They become proficient in reading notation, distinguishing between different note durations and pitches. Singing expands to include a larger pitch range, harmonies, and vocal expression.

Instrumental performance becomes more sophisticated, with pupils playing melodies and accompaniments on tuned percussion or melodic instruments. They also engage in ensemble playing. Composition work includes creating melodies with rhythmic variety and experimenting with sequences and pentatonic phrases.

## Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> <li>Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests.</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> <li>Understand and apply knowledge of different metres in 2, 3 or 4 time.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read and perform pitch notation within a range of do-so (e.g. C-G).</li> <li>Begin to demonstrate an understanding of clefs and the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following dynamics.</li> <li>Perform actions confidently and in time to a range of action songs.</li> <li>Sing rounds and partner songs in different time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the middle C-G/do-so range.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.</li> <li>Copy short melodic phrases including those using the pentatonic scale.</li> </ul>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.</li> <li>Begin to understand the difference between major and minor.</li> </ul>

# Music

## Reading Notation 2: 2, 3, and 4 Time (Autumn 1)

In Year 4, students continue their exploration of reading notation by delving into different metres, including 2, 3, and 4 time. This unit aligns with the national curriculum's emphasis on reading rhythmic notation and introduces more complex metres. Building upon their foundation in rhythm from previous years, pupils further develop their ability to interpret and perform rhythms in various metres. This knowledge prepares them for more intricate rhythmic challenges and ensemble work in the following terms and years.

## Exploring Staff Notation 2: Follow the Score (Glockenspiel) (Autumn 2)

The autumn term of Year 4 sees students diving deeper into staff notation, using the glockenspiel. This unit corresponds with the curriculum's continued focus on pitch and notation. Pupils expand their understanding of staff notation, learning to follow and perform more complex melodies. This stage of their musical journey equips them with the skills needed to interpret and play notated music fluently, a vital skill for more advanced music reading and ensemble playing in the future.

## Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder) (Spring 1)

Year 4 students further hone their ensemble skills, now incorporating melody and accompaniment using either the glockenspiel or recorder. This unit aligns with the curriculum's objective of nurturing collaborative music-making experiences. Pupils expand their ability to work together in a musical context, understanding the interplay between melody and accompaniment. This development lays the foundation for more complex ensemble work, preparing them for future ensemble notation and performance tasks.

## Composition Skills 2: Sequences and Pentatonic Phrases (Spring 2)

During the spring term, Year 4 students delve into the art of composition, focusing on sequences and pentatonic phrases. This unit corresponds with the curriculum's goal of fostering composition and improvisation skills. Pupils begin crafting their compositions with greater complexity, incorporating pentatonic scales and rhythmic patterns. They explore the fundamental components of musical structure in more depth, preparing them for more intricate composition and improvisation tasks in subsequent years.

## Exploring Classical Music 1: Legato and Staccato (Summer 1)

In the summer term, Year 4 students explore the contrasting qualities of legato and staccato in classical music. This unit aligns with the curriculum's emphasis on enhancing musical interpretation. Pupils learn to perform music using different articulation as well as conveying emotions through their playing. This phase further develops their musicianship skills, setting the stage for more advanced dynamic markings and nuanced musical interpretations in subsequent years.

## Becoming Musicians 2: Major and Minor (Summer 2)

The summer term marks a crucial step in students' musical journey, as they delve into the world of major and minor tonalities. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their understanding of tonal qualities, enhancing their ability to recognise major and minor elements in music. This phase builds upon their previous work in musical expression and listening skills and prepares them for more intricate tonal explorations and performances in the coming years.

### Keywords

- Rhythm
- Rhythm names
- Call and response
- 2, 3, 4 time
- Metre
- Pulse
- Ostinato
- Minim
- Rest
- Round
- Bar lines
- Dot notation
- Singing names
- Strong beat
- Syncopa
- Thinking voices
- Rhythm notation
- Glockenspiel

### Listening

- Classical
- Early Music
- 20th Century
- Jazz
- 90s Indie
- Punjab/UK (Bhangra)
- Trinidad (Calypso)
- Italian Folk
- Oasis
- Queen
- John Phillip Sousa
- Rodgers & Hammerstein
- Shostakovich
- Beatles
- Beethoven
- Rutter
- Hildegard
- Duke Ellington