

Cunningham Hill Junior School Year Plan for Year 4

Topic	AUTUMN Raiders (Viking workshop)	SPRING Issues and Dilemmas (Whipsnade trip)	SUMMER Greek Legacy (Ancient Greece workshop)
Literacy	<p>Poetry (writing and performing) – Simile poems.</p> <p>Stories with a theme - Viking Sagas</p> <p>Reports – Non-chronological report on Vikings. <u>CC Link</u> <i>History (researching Viking life)</i> <i>Computing (authoring)</i></p> <p>Instruction Writing <u>CC Link</u> <i>Science (setting up an investigation.)</i></p> <p>Take one book: Secret Friends by Elizabeth Laird <u>CC Link</u> <i>PHSE - bullying</i></p>	<p>Narrative Poetry – Beowolf (performance)</p> <p>Persuasion and discussion – Should animals be kept in captivity? (debate)</p> <p>Stories with a theme (Based on Bill’s new frock)</p> <p> kennings Poems - based on animals from Whipsnade</p> <p>Take one book: Bill’s new frock by Anne Fine.</p>	<p>Traditional Tale – Write a Greek myth or quest. <u>CC Link</u> <i>Science/music/computing – audio book</i></p> <p>Discussion - Greek democracy <u>CC Link</u> <i>History (Greeks)</i> <i>PHSE (democracy)</i></p> <p>Poet Study – Ted Hughes.</p> <p>Play writing and performing - Greek Myths. <u>CC Link</u> <i>Art – Greek masks</i></p> <p>Take one book: The Iron Man by Ted Hughes.</p>
Maths	<p>Number & place value: 4-digit numbers, rounding, ordering, negative numbers, Roman numerals.</p> <p>Addition & subtraction: 4 digit numbers using column methods, estimating, using inverse, solving 2-step problems.</p> <p>Multiplication & division: Factor pairs, mental calculations, recall facts up to 12x12, multiply 3-digit numbers by 1-digit numbers using written methods.</p> <p>Measurement: Area.</p>	<p>Fractions: Common equivalent fractions, counting up and down in hundredths, add and subtract fractions with the same denominator, solving problems involving non-unit fractions.</p> <p>Time: Converting different units, analogue, digital, 12 and 24 hour clocks.</p> <p>Decimals: Decimal equivalents of tenths and hundredths, rounding with one decimal place, comparing numbers up to 2 decimal places.</p> <p>Measurement: Solving money problems.</p>	<p>Measurement: Perimeter & length.</p> <p>Geometry: Angles, comparing geometric shapes, lines of symmetry in 2D shapes, describing positions in the 1st quadrant, translations, plotting polygons.</p> <p>Statistics: Present discrete and continuous data using graphical methods, solve problems using bar and other graphs.</p> <p>Measurement: Area and perimeter, converting different units of measure.</p>
Science	<p><u>States of matter</u></p> <p>To be able to compare and group materials together, according to whether they are solids, liquids or gases</p>	<p><u>Living things and their habitats</u></p> <p>To identify and name plants and animals. Classification keys.</p>	<p><u>Electricity</u></p> <p>To create simple circuits. To look at what materials conduct and insulate electricity.</p>

<p><i>graphs</i></p>	<p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>CC Link</u> <i>Maths – applying negative numbers</i></p> <p><u>Animals, including humans.</u></p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey. I can identify that humans and some other animals have muscles for support, protection and movement.</p> <p><u>CC Link</u> <i>Computing – authoring (food chains)</i></p>	<p>Life cycles of animals and plants. Reproduction in plants and animals.</p> <p>Look at human growth and changes.</p> <p><u>CC Link</u> <i>Computing – branching database</i> <i>PSHCE – sustainability.</i></p>	<p>To recognise the use of a switch in a circuit.</p> <p><u>CC Link</u> <i>D&T – creating a light source (switch circuits)</i></p> <p><u>Sound</u></p> <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>
<p>History</p>	<p><u>Vikings</u></p> <p>Place events, artefacts and historical figures on time lines, using dates.</p> <p>Use evidence to ask questions and find answers about how the Vikings used to live.</p> <p>Throughout the unit, use a range of appropriate historical vocabulary.</p> <p><u>CC Link</u> <i>History (researching Viking life)</i> <i>Computing (authoring)</i></p>	<p><u>Anglo-Saxons</u></p> <p>Use evidence to compare how the Anglo-Saxons lived, with the Vikings.</p> <p>Start to understand the concept of change over time (on a local level) representing this on a time line.</p> <p>Describe changes that have happened in the locality-focusing on changes in different time periods (Romans, Anglo Saxons, Vikings, present). Suggest causes and consequences of these changes.</p>	<p><u>Greeks</u></p> <p>Compare life in Ancient Greek with those of Ancient Rome.</p> <p>Start to suggest more suitable sources of information for own independent enquires.</p> <p>Use sources of information to describe some of the social, cultural and religious ideas of Greek society.</p> <p><u>CC Link</u> <i>PHSE - democracy</i></p>
<p>Geography</p>	<p><u>Settlements</u></p> <p>Ask / answer geographical questions about settlements. Use map work to investigate where and why the Vikings invaded and settled in the U.K.</p> <p>Investigate why people</p>	<p>N/A</p>	<p>Europe study</p> <p>Use maps, atlases, globes and digital resources to name and locate countries of Europe.</p> <p>Begin to recognise some of Europe's physical and</p>

	<p>choose to settle, including a local study of St.Albans. Complete geographical fieldwork in St.Albans to observe and record land use.</p> <p><u>CC Link</u> <i>Statistics – Bar charts</i></p>		<p>human characteristics- with a focus on Greece.</p>
Computing	<p><u>Authoring</u> Computing storage capacities and ways of saving data. Creating digital content, manipulating images and words. Select and use software to create non-linear content for specific audiences and objectives. (<i>Literacy – N.C.R authoring and PSHCE- safety</i>)</p>	<p><u>Keeping Informed</u> Understand the difference between data and information. Creating branching and flat-file databases to enter, organise and search data, deriving information which they present in different forms. (<i>Science – branching database</i>)</p>	<p><u>Developing Communication</u> Use online communication tools such as email, blogs and discussion forums to support collaborative learning, safely and respectfully. Investigate the technology used in digital communication networks. Use simple sound editing software to record and manipulate sound clips (<i>Music – Sound project</i>) (<i>French – Blogs/emails</i>)</p>
D & T	<p><u>Materials – designing and making using fabrics- Viking Purses</u> To understand that containers are used for different purposes and different users. To plan and make a container using different stitches and evaluate. <u>CC Link</u> <i>PHSE - money</i></p>		<p><u>Food technology- creative with fruit</u> Design and make fruit portraits.</p> <p><u>Inventions involving electricity</u> Design and invent a light product. <u>CC Link</u> <i>Science – creating a light source (switch circuits)</i></p>
Art	<p><u>Drawing skills</u> Cityscapes – perspective Annotating own sketches to explain and evaluate their own ideas. To create own designs and patterns based on famous artist’s work. To understand the use of shading, pattern, tone and colouring using pencil.</p>	<p><u>Bayeux Tapestry collage</u> Select a range of materials for a striking effect. Use coiling, overlapping, tessellation, mosaic skills to create an effective collage. Mono-printing <u>CC Link</u> <i>History – Anglo-Saxons</i></p>	<p><u>3-D sculpture</u> Create a mask from papier mache based on a character from a Greek myth.</p>
P.E.	<p><u>Gymnastics:</u> Partner and group work on balance and weight on hands</p>	<p><u>Athletics:</u> Indoor and outdoor jumping, throwing, long and short distance runs.</p>	<p><u>Dance:</u> Science: Electricity and Circuits</p> <p><u>Striking and Fielding</u></p>

	<p>Create sequences on apparatus that include: clear and fluent shapes, jumps, rolls and travel.</p> <p><u>Invasion Games:</u></p> <p>Netball & Football Passing, receiving, shooting, mini grid games</p> <p><u>Athletics:</u></p> <p>Indoor and outdoor jumping, throwing, long and short distance runs. Measuring, recording and improving on performance</p>	<p>Measuring, recording and improving on performance</p> <p><u>Invasion Games:</u></p> <p>Hockey Passing and receiving skills. Using and developing skills to avoid the opponent. Mini grid games</p>	<p><u>Games:</u></p> <p>Cricket Batting and fielding skill, finding spaces and developing tactics</p> <p><u>Net Games:</u></p> <p>Tennis. Reaching a target area and avoiding the opponent.</p> <p><u>Outdoor Adventurous Activities:</u></p> <p>Outdoor problem solving. Maps and symbol trails</p>
R.E. Sikhism, Hinduism and Christianity	Hindus teachings about God Sacred Places Advent and Christmas around the world	Sikhism & belonging The importance of sharing food Easter	'Special' books and 'sacred' texts Sacred writings and stories
Music	<p>Introduction to the ukulele for one Y4 class</p> <p>Increasing our knowledge about the great composers and our ability to talk about music using musical vocabulary</p> <p>Developing knowledge about instruments of the orchestra</p> <p>Singing and accompanying songs preparing for our Y4 musical</p> <p>Using a Viking saga as a stimulus to compose music using technology and classroom instruments</p> <p><u>CC Link</u></p> <p><i>PSHCE-music charter rules and safety.</i></p>	<p>Progression on the ukulele for the first half term and concert</p> <p>Introduction to the ukulele for the other Y4 class after half term</p> <p>Developing our range of musical vocabulary and ability to evaluate music</p> <p>Singing and accompanying songs about the environment</p> <p>Using environments as a stimulus for composition using technology and classroom instruments</p>	<p>Progression on the ukulele and concert for second class</p> <p>Developing our ability to place music on a musical timeline</p> <p>Singing songs in different languages from European countries and about the Trojan Wars</p> <p>Using a European country as a stimulus to compose music using music technology and classroom instruments</p> <p><u>CC Link</u> <i>Computing/Science – Sound project.</i></p>
P.S.H.E. & Citizenship	<u>SEAL:</u> E-safety New Beginnings: Resolutions, classroom rules	<u>SEAL:</u> Going for Goals: Setting personal long and short term goals, understanding	<u>SEAL:</u> Relationships: What influences our relationships, taking

	<p>and expected behaviours</p> <p>Getting On , Falling Out Say No to Bullying: Conflict and resolution, peaceful problem solving (CC Link – Take one book, Secret Friends)</p> <p><u>Protective behaviours</u> Where do you belong?</p> <p>Looking after my money: Metro Bank workshops Money Containers (CC Link – D&T)</p>	<p>barriers to learning Good to be Me Learning styles and expectations</p> <p><u>Choices:</u> Making an informed choice, consequences, drug education: smoking</p>	<p>responsibility for our actions Changes / Moving on: What have we learnt, skills we can take forward, next steps.</p> <p>How do laws affects me - Special books (RE link)</p> <p>Democracy (CC Link – history)</p>
<p>French <u>Tout le monde</u> <u>level 2</u></p>	<p><u>Language consolidation</u> Numbers 1-10 Colours Greetings</p> <p><u>Language progression</u> Numbers 11-30 Animals and pets Months of the year Phoneme patterns Sentence structure Plurals</p>	<p><u>Language progression</u> Members of the family Activities House and furniture Similarities and differences – UK/France Nouns and verbs Negative form 1st, 2nd and 3rd person</p>	<p><u>Language progression</u> Countries Transport Question and response Consolidation of Y4 language</p>
<p>CHILL OUT</p>	<p>Plant Hunt</p>	<p>Bug habitats</p>	<p>Seasonal changes</p>