

Cunningham Hill Junior School Year Plan for Year 4

	AUTUMN	SPRING	SUMMER
Topic	(Anglo Saxons workshop)	(Whipsnade trip and workshop)	(Bushcraft)
English	<p>Poetry-A Small Dragon and Overhead on the Saltmarsh (writing and performing). Diary Entry-The Girl and the Fox. Drama- Beowulf Poem. Descriptive Narrative- Beowulf video. Setting description- Imaginary Land Explanation- Take Me Home Short Christmas Unit- The Polar Express Class Reader- Matilda, Charlie and the Chocolate Factory, The BFG</p> <p><i>Cross Curricular link to Computing- Word Processing. Seesaw for recording poems.</i></p>	<p>Poetry- Tsa Quarn, including collaborative poem. Story with a dilemma- Bill's New Frock by Anne Fine. Discussion- Rang Tang video: Should Palm Oil be banned in products? Non-chronological reports – Frost Unicorns. Persuasive Writing- Whipsnade Zoo.</p> <p><i>Cross Curricular link to History- Revisiting eras across time.</i></p> <p><i>Cross Curricular link to Science- Living things and their habitats.</i></p> <p><i>Cross Curricular link to Computing- Persuasive leaflet to visit Whipsnade Zoo using Microsoft Publisher. iMovie for recording non-chronological reports.</i></p>	<p>Poetry- Kennings Poems on Greek Gods. Myths and Legends- Greek Myth of King Midas. Scriptwriting- Greek Play scripts (writing and performing). Descriptive Narrative: The Viewer by Shaun Tan. Grammar- Noun types, Relative Clauses and Active and Passive voice.</p> <p><i>Cross Curricular link to Computing- Sound editing software to record and manipulate sound clips.</i></p> <p><i>Cross Curricular link to Art – Greek masks</i></p>
Maths	<p>Number & place value: 4-digit numbers, rounding, ordering, negative numbers, Roman numerals. Addition & subtraction: 4 digit numbers using column methods, estimating, using inverse, solving 2-step problems. Multiplication & division: Ladder Method and Expanded Division. Factor pairs, mental calculations, recall facts up to 12x12. Measurement: mm, cm and m, g, kg. Statistics: Interpreting and drawing Bar Graphs.</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. 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. Measurement: Area and perimeter, converting different units of measure.</p>
Science	<p><u>States of matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Make clear distinctions between the properties of solids, liquids and gases. Observe that some materials change state when they are heated or cooled. Describe how liquids evaporate to form gases and how gases condense to form liquids. Sequence the changes that</p>	<p><u>Living things and their habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways. Construct and interpret a variety of food chains. Describe why different animals and plants live in different habitats. Recognise that environments can change and that this can sometimes pose dangers to living things. describe how humans can cause changes to</p>	<p><u>Electricity</u></p> <p>Construct a simple series electrical circuit, Make circuits from drawings provided. Describe the effect of making and breaking one of the contacts on a circuit. Construct simple circuits and use them to test whether materials are electrical conductors or insulators</p>

	<p>happen in the water cycle. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Cross Curricular link to Maths- Negative numbers.</p>	<p>environments.</p> <p><u>Animals Including Humans</u></p> <p>Describe the role of each organ in the digestive system. Describe the simple functions of the basic parts of the digestive system in humans. Describe the role of each type of teeth in digestion Identify the different types of teeth in humans and their simple functions. State that animals have different diets and may have different kinds of teeth</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating Generalise that sounds are produced when objects vibrate Recognise that vibrations from sounds travel through a medium to the ear. Distinguish between pitch and volume (loudness).</p>
History	<p><u>Anglo-Saxons</u></p> <p>Use evidence to compare how the Anglo-Saxons lived, with the Vikings. Start to understand the concept of change over time (on a local level) representing this on a time line. 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. Compare to modern reasons for immigration (push/pull factors).</p>	<p><u>Vikings</u></p> <p>Place events, artefacts and historical figures on time lines, using dates. Use evidence to ask questions and find answers about how the Vikings used to live. Throughout the unit, use a range of appropriate historical vocabulary.</p>	<p><u>Greeks</u></p> <p>Compare life in Ancient Greek with those of Ancient Rome. Start to suggest more suitable sources of information for own independent enquires. Use sources of information to describe some of the social, cultural and religious ideas of Greek society. Compare democracy</p>
Geography	<p><u>Settlements (Separate unit- link to Anglo-Saxon Settlements)</u></p> <p><i>Cross Curricular link to Maths- Statistics: Drawing bar charts</i></p> <ul style="list-style-type: none"> • Ask / answer geographical questions about settlements. • Use map work to investigate where and why the Anglo Saxons invaded and settled in the U.K. • Investigate why people choose to settle, including a local study of St.Albans. Complete geographical fieldwork in St.Albans to observe and record land use and people traffic. 	N/A	<p><u>Europe study (Greece)</u></p> <p>Use maps, atlases, globes and digital resources to name and locate countries of Europe. Begin to recognise some of Europe's physical and human characteristics-with a focus on Greece. Cross Curricular link to Music- Greek themed songs</p>
Computing	<p><u>Word Processing</u></p> <p>Opening and saving a word document in the correct location. Using the Toolbar to edit the font, size and colour of the text. Understanding how to bold, italicise and underline text. Understand how to align text to the centre, right and justified and when this would be appropriate. Understand how to copy and paste images, and format them.</p>	<p><u>Keeping informed</u></p> <p>To know that ICT can be used to collect and store information in an organised way and that this can help find answers to questions. To understand how dataloggers can be used to capture, record and analyse environmental data. Capture and analyse data.</p>	<p><u>Developing Communication</u></p> <p>Use online communication tools such as blogs to communicate information publically. Discussion forums to support collaborative learning, safely and respectfully. Investigate the technology used in digital communication</p>

	<p>CC Link- English/ Science- persuasive leaflet. Typing Speed.</p> <p><u>Bringing images to life</u> To understand that digital images can be changed and edited. Explore different still digital images, reviewing how they have been manipulated.</p>		<p>networks. Use simple sound editing software to record and manipulate sound clips (<i>Music – Sound project</i>)</p>
D & T	<p><u>Materials – designing and making using fabrics-Anglo-Saxons -Purses</u> To understand that containers are used for different purposes and different uses. To plan and make a container using different stitches and evaluate. <i>CC Link</i> <i>PHSE – History/Maths</i></p>	N/A	<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. Safety and awareness about electricity. <i>CC Link</i> <i>Science – creating a light source (switch circuits)</i></p>
Art	<p><u>Drawing skills</u></p> <ul style="list-style-type: none"> • Cityscapes – perspective • Annotating own sketches to explain and evaluate their own ideas. • To create own designs and patterns based on a range of famous artist’s work. –CD Link- Outward looking • To understand the use of shading, pattern, tone and colouring using pencil. 	<p><u>Bayeux Tapestry collage</u></p> <ul style="list-style-type: none"> • Study a wide range of artists who have used collage as a medium. – • Select a range of materials for a striking effect. • Use coiling, overlapping, tessellation, mosaic skills to create an effective collage. • Mono-printing • <i>CC Link</i> • <i>History – Anglo-Saxons</i> 	<p><u>3-D sculpture</u></p> <ul style="list-style-type: none"> • Create a mask from paper mache based on a character from a Greek myth.
P.E.	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Partner and group work on balance and weight on hands • Create sequences on apparatus that include: clear and fluent shapes, jumps, rolls and travel. <p><u>Invasion Games:</u></p> <ul style="list-style-type: none"> • Netball & Football • Passing, receiving, shooting, mini grid games <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Indoor and outdoor jumping, throwing, long and short distance runs. • Measuring, recording and improving on performance 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Indoor and outdoor jumping, throwing, long and short distance runs. • Measuring, recording and improving on performance <p><u>Invasion Games:</u></p> <ul style="list-style-type: none"> • Hockey • Passing and receiving skills. • Using and developing skills to avoid the opponent. Mini grid games 	<p><u>Dance:</u> Science:</p> <ul style="list-style-type: none"> • Electricity and Circuits <p><u>Striking and Fielding Games:</u></p> <ul style="list-style-type: none"> • Cricket • Batting and fielding skill, finding spaces and developing tactics <p><u>Net Games:</u></p> <ul style="list-style-type: none"> • Tennis. Reaching a target area and avoiding the opponent. <p><u>Outdoor Adventurous Activities:</u></p> <ul style="list-style-type: none"> • Outdoor problem solving. Maps and symbol trails
R.E.	<p><u>Sikhism and Christianity</u></p> <ul style="list-style-type: none"> • Sikh teachings about God, 5Ks • Sacred Places 	<ul style="list-style-type: none"> • Sikhism & belonging The importance of sharing food 	<ul style="list-style-type: none"> • ‘Special’ books and ‘sacred’ texts

	<ul style="list-style-type: none"> Advent and Christmas. 	<ul style="list-style-type: none"> Easter. 	<ul style="list-style-type: none"> Sacred writings and stories
Music	<ul style="list-style-type: none"> Introduction to the Ukulele for one Y4 class Increasing our knowledge about the great composers and our ability to talk about music using musical vocabulary Developing knowledge about instruments of the orchestra Singing and accompanying songs preparing for our Y4 musical 	<ul style="list-style-type: none"> Progression on the ukulele for the first half term and concert Introduction to the ukulele for the other Y4 class after half term Developing our range of musical vocabulary and ability to evaluate music Singing and accompanying songs about the environment Using environments as a stimulus for composition using technology and classroom instruments 	<ul style="list-style-type: none"> Progression on the ukulele and concert for second class Developing our ability to place music on a musical timeline Singing songs in different languages from European countries and about the Trojan Wars. Using a European country as a stimulus to compose music using music technology and classroom instruments
P.S.H.E. & Citizenship	<p><u>SEAL:</u></p> <ul style="list-style-type: none"> E-safety New Beginnings: Resolutions, classroom rules and expected behaviours Getting On , Falling Out Say No to Bullying: Conflict and resolution, peaceful problem solving 	<p><u>SEAL:</u></p> <p>Going for Goals: Setting personal long and short term goals, understanding 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><u>SEAL:</u></p> <p>Relationships: What influences our relationships, taking responsibility for our actions Changes / Moving on: What have we learnt, skills we can take forward, next steps.</p> <p>How do laws affect me - Special books (RE link)</p> <p>Democracy (<i>CC Link – history</i>)</p>
French	<p><u>Quelle est la date ?</u></p> <ul style="list-style-type: none"> Days of the week Months Years Saying your birthday Asking date related questions 	<p><u>Ma Famille</u></p> <p>Asking and answering questions about family. Names of family members CC Link- Music</p>	<p><u>Le Transport</u></p> <p>Asking and answering questions about transportation. Different types of transportation.</p> <p><u>De Pays</u></p> <p>Names of countries.</p>
CHILL OUT	<p>Leaf rubbings Game creation Anglo-Saxon Settlement. Navigating woodlands CC Link- PE/ PSHE</p>	<p>Soundscape Viking Shelters Bug habitats CC Link- History/Science Sound Orienteering</p>	<p>Orienteering CC Link- PE</p>