YEAR 4 TOPIC	Rotten Romans	Switched On	Egyptians	You are what you eat!	Rainforests	Anglo Saxons and scots
YEAR 4 T4W linked LINKED TEXTS	Romans on the Rampage	25 uses of Electricity	Meet the Ancient Egyptians	Iguana Boy	The Great Kapok Tree 2nd text to be decided	Anglo Saxon Boy
YEAR 4 Extended Curriculum Reading List: authors	Jeff Kinney		Anne Fine		Cressida Cowell	
	Throughout the year guided group reading: Alex Shibutani: Kudi Kids: series, O. T Begho's					
Unit theme	States of matter/materials	Electricity	Sound	Animals including humuns	Living things and their habitats	States of matter re-cap materials
Significant People	Eric Allin Cornell	Benjamin Franklin	Galileo Galilei	Andreas Vesalius	Terri Irwin	
NATIONAL CURRICULUM SCIENCE	• Compare and group materials together, according to whether they are solids, liquids or gases *Explore a variety of everyday materials and develop simple descriptions of the states of matter: solids hold their shape; liquids form a pool not a pile; gasses escape from an unsealed container.*	• Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *Children do not draw circuits (this is done in year 6)* *Taught about precautions for working safely with electricity.* • Identify whether or not a lamp will light in	• Identify how sounds are made, associating some of them with something vibrating *Explore and identify the way sound is made through vibrations in a range of different musical instruments from around the world.* • Recognise that vibrations from sounds travel through a medium to the ear	• Describe the simple functions of the basic parts of the digestive system in humans *Mouth, tongue, teeth, oesophagus, stomach, small intestines, large intestines – know their special functions by asking questions.* • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of	• Recognise that living things can be grouped in a variety of ways *Use the local environment to identify and study plants and animals in their habitats* • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment *Including animals, plants (flowering and non-flowering).*	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature WS - identify differences, similarities or changes related to simple scientific ideas and processes. *They should also recognise when and how secondary sources might help them to answer questions that*

	Teachers should avoid using materials where heating is associated with a chemical change (cooking, burning a candle, baking etc) • 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) WS - make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers. *They should help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment such as data loggers, appropriately. Pupils should use relevant*	a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery WS - setting up simple practical enquiries, comparative and fair tests. *Recognise when a simple fair test is necessary and help decide how to set it up; talk about criteria for grouping, sorting and classifying.* WS - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done.* *Investigate what might cause the shadow to change.* WS - use results to draw simple conclusions, make predictions for new	• Find patterns between the pitch of a sound and features of the object that produced it WS - ask relevant questions and use different types of scientific enquiry to answer them. • Find patterns between the volume of a sound and the strength of the vibrations that produced it WS - ask relevant questions and use different types of scientific enquiry to answer them. *Enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions* *Find out how the pitch and volume of sounds can be changed in a variety of ways* • Recognise that sounds get fainter as the distance from the sound source increases	food chains, identifying producers, predators and prey	*Begin to put vertebrate animals into groups, such as: fish, amphibians, reptiles, birds and mammals. Invertebrates into snails and slugs, worms, spiders and insects. Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants such as ferns and mosses.* • Recognise that environments can change and that this can sometimes pose dangers to living things *Identify how the habitat changes throughout the year* *Explore examples of human impact – both positive and negative – on environments such as the positive effects of nature reserves, ecologically planned parks (Wat Tyler, Hanningfield reservoir) , garden ponds and the negative effects of population and development, litter or deforestation.*	*cannot be answered through practical investigations.*

	scientific language to discuss their ideas.	values, suggest improvements and raise further questions. *With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done.* • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit WS - identify differences, similarities or changes related to simple scientific ideas and processes. *They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.* • Recognise some common conductors and insulators, and associate metals with being good conductors				

Curriculum linked texts:		25 uses for electricity The boy who harnessed the wind			Animals of the South Marli's tangled tale Nelson's dangerous dive Duffy's lucky escape The Great Kapok Tree Buddy's Rainforest Rescue Jungle	
Significant people HISTORY	Julius Caesar & Claudius		Howard Carter			Boudica
Black History		Harriet Tubman https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr				
NATIONAL CURRICULUM FOCUS HISTORY	The Roman Empire and its impact on Britain: *Julius Caesar's attempted invasion in 55-54 BC* *The Roman Empire by AD 42 and the power of its army* *Successful invasion by Claudius and conquest, including Hadrian's Wall* *British resistance, for example, Boudica*		The achievements of the earliest civilizations (Ancient Egypt)			Britain's settlement by Anglo-Saxons and Scots: *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire* *Scots invasions from Ireland to north Britain (now Scotland)* *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*

	'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity					*Anglo-Saxon art and culture* *Christian conversion – Canterbury, Iona and Lindisfarne*
Curriculum linked texts:	So you think you've got it bad? Ancient Rome Romans on the Rampage Ancient Romans The Romans Roman Life Jeremy Strong: Romans of the Rampage (Fiction) The Best Book of Ancient Rome Vicious Viking	100 Facts Pyramids	Egyptian Cinderella Meet the Ancient Egyptians The Best Book of Mummies			Anglo- Saxon Times Explore the Anglo-Saxons Anglo-Saxon boy
Significant people GEOGRAPHY					Carl O.Sauer (tropical areas)	
NATIONAL CURRICULUM FOCUS OUTCOMES GEOGRAPHY	Throughout the year: all Geography topics studied Use maps, atlases and globes to locate countries and describe features studied James Rennell (maps & atlases)					
					Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Equator,	Describe and understand key aspects of human geography: types of settlement

					Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and South America East of England vs Brazil Describe and understand key aspects of physical geography: Climate Zones, Describe and understand key aspects of human geography: Land use, Trade and distribution of natural resources including energy, food, minerals and water Use maps, atlases and globes to locate countries and describe features studied Use fieldwork to observe, measure, record and present the physical features in the local area using graphs.	
Curriculum linked texts:					Greta's Story Rainforest in 30 seconds	

					One day on our blue planet Buddy's Rainforest Rescue The Great Kapok Tree Wild Animals of the South Greta's Story	
Significant People DT		Inventor: Thomas Edison		Chef: Nadia Hussain		Architect: Frank Gehry
NATIONAL CURRICULUM FOCUS DT		**Area:** Electrical systems **Skill:** Understand and use electrical systems in products. Use wires, lightbulbs and buzzers in a circuit.		**Area:** Nutrition **Skill:** Read and follow recipes which involve several processes, skills and techniques.		**Area:** Structure **Skill:** Use techniques which require more accuracy to cut, shape, join and finish work e.g. Cutting internal shapes, slots in frameworks.
Significant People ART	**Artist:** Caravaggio (still life)		**Artist:** John Singer Sargent		**Artist:** no artist, just experimenting with techniques.	
NATIONAL CURRICULUM FOCUS ART	**Area:** Drawing and painting **Skill:** Draws familiar objects with correct proportions.		**Area:** Effect **Skill:** Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.		**Area:** Effect **Skill:** Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Marbling – Holi day	
Significant Person MUSIC	**Throughout the year:** Wolfgang Amadeus Mozart					

NATIONAL CURRICULUM FOCUS MUSIC	Mamma Mia (Charanga Unit 1) Style: Pop		Glockenspiel Stage 2 (Charanga Unit 2) Style: Mixed styles		Stop! (Charanga Unit 3) Style: Grime,		Lean on Me (Charanga Unit 4) Style: Gospel		Blackbird (Charanga Unit 5) Style: Pop		Reflect, Rewind and Replay (Charanga Unit 6) Style: Classical	
Significant People PE	Johanna Konta	Lewis Smith	Bobby Moore	Lewis Smith	Andrew Ketchum		Yao Ming		Melissa Stockwell	Larisa Latynina	Andrew Ketchum	Matthias Kyburz
NATIONAL CURRICULUM PE	**CM**- Tennis	**Class teacher**- Gymnastics	**CM**- Football	**Class teacher**- Gymnastics	**CM**- Dodgeball	**Class teacher**- Dance	**CM**- Basketball	**Class teacher**- Dance	**CM**- Athletics	**Class teacher**- Gymnastics	**CM**- Dodgeball	**Class teacher**- OAA
Significant People PSHE			Mother Theresa						Greta Thunberg			
NATIONAL CURRICULUM PSHE	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a different to others and the environment?		How can we manage risk in different places	
Significant People COMPUTING	James Gosling - JAVE				REAR ADMIRAL DR GRACE MURRAY HOPPER - computers in business				Ted Codd - Relational databases			
NATIONAL CURRICULUM COMPUTING	Coding PM 4.1 <u>Crash course</u> *-if/else command* *-repeat until command* *-flowcharts to help design*		Coding PM 4.1 <u>Normal course</u> Simulations (PM 3 unit 3)		E safety PM 4.2 Include CEOP lessons		Logo PM 4.5 Animation PM 4.6		Spreadsheets crash course PM 4.5		Hardware investigation PM 4.8	

NATIONAL CURRICULUM RE	Creation stories in different religions	Humanist view Christmas – Christianity Harvest	Hinduism Holi Festival	Hinduism Easter	Worship and devotional practices in different religions Ramadan Eid al- Fitr Shavout (Judaism)	Worship and devotional practices in different religions
SIGNIFICANT PERSON FRENCH	Throughout the year: Emmanuel Macron and current president					
NATIONAL CURRICULUM FRENCH	**On y va!** **(All aboard)** ● Days of the week ● Transport and weather	**L'argent de poche** **(Pocket money)** ● Numbers 21- 30 ● Likes and dislikes ● Paying for items	**Arconte-moi une histoire** **(Tell me a story)** ● Simple adjectives ● Multiples of 10 up to 100 ● Instructions	**Vive le sports** **(Our sporting lives)** ● Sports ● Healthy and unhealthy eating habits ● Likes and dislikes food and drink	**Le carnival des animaux** **(the carnival of the animals)** ● Animal names ● Tell the time ● Adjectives	**Quel temps fait-il?** **(Whats the weather like?)** ● Describe the weather and temperature ● Describe clothes for different weathers ● Colours, prices, likes and dislikes