




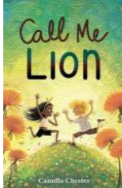

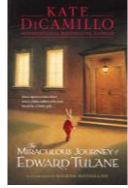
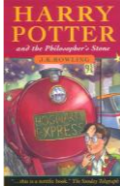
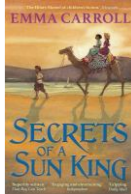


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	 Year 4 Information	 Year 4 Character-driven Short Stories	 Year 4 Instructions	 Year 4 Setting-focused Short Stories	 Year 4 Persuasive Letter For Personal Gain	 Year 3 - 4 People's History
	<p>In term 1, we will start by creating a sentence-level unit and welcome project, before writing an information text.</p>	<p>For this project, we will be thinking carefully and deeply about developing an interesting character. We will use this character to write a short story.</p>	<p>In this project, we will be using our personal knowledge and interests to teach others how to learn a new skill or complete a task.</p>	<p>For this project, our focus shifts to creating vivid settings that will inspire a short story.</p>	<p>For this project, children will be writing to someone in a position of power or influence, e.g. family members, celebrities, organisations, or even teachers. This is an opportunity to put forward a point of view and make a successful request through persuasive writing.</p>	<p>In this project, we will be writing about people we know personally or have heard of through family members, friends or the community.</p> <p><i>'If history were taught in the form of stories, it would never be forgotten.'</i> - Rudyard Kipling</p>
Reading	Call Me Lion by Camilla Chester 	How To Train Your Dragon by Cressida Cowell 	The Miraculous Journey of Edward Tulane by Kate DiCamillo 	Harry Potter and the Philosopher's Stone by JK Rowling 		Secrets of a Sun King by Emma Carroll 
Maths	Number: Place Value (up to 4 digits) Number: Addition and Subtraction (numbers with up to 4 digits)	Number: Multiplication and Division (multiplication and division facts for times tables up to 12 x 12). Measurement: Area (counting squares)	Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Geometry: Shape Statistics Geometry: Position and Direction

Science	<u>Living Things and their Habitats - How and Why do we classify living things?</u>	<u>States of Matter – How can we identify the different states of matter?</u>	<u>Electricity - What do we need to make electricity flow?</u> <u>Energy - How can we reduce our energy usage?</u>	<u>Sound – How do we hear?</u>	<u>Habitats – What dangers do humans pose to other living things?</u> <u>Deforestation – What is the impact of deforestation on the world?</u>	<u>The Digestive System - How does our food turn into poo?</u> <u>Food Chains – What are producers, predators and prey?</u>
	We will be learning about the types of animals that exist on Earth, focusing on vertebrates and invertebrates. We will be learning how to classify living things (animals and plants) based on key characteristics, creating classification keys.	We will explore the different states of matter (solid, liquid and gas) and investigate how they change between states (e.g. melting, freezing, boiling). We will also learn about the water cycle process.	In our electricity unit, we will be focusing on the different components that make a circuit and how to improve the amount of electrical power in a circuit. In our energy unit, we will learn about the differences between renewable and non-renewable energy sources. Explore the ways in which we can reduce our energy usage in school and at home.	In our sound unit, we will learn how sound is created and how we hear sounds. We will investigate sound, focusing on pitch and volume.	This term, we will explore classification of living things further and investigate how human activity impacts on the habitats of other living things. We will also be learning what deforestation is and its impact on our environment and species that live within forests.	For the digestive system, we will be learning about the types of teeth humans have and the basic functions of components of the digestive system. In our Food Chains unit, we will be constructing food chains based on what producers, predators and prey are.
History		<u>Vikings – Why did the Viking gain such a bad reputation?</u>		<u>Local History – How has Canterbury changed through time?</u>		<u>Ancient Egypt – What were the achievements of Ancient Egypt?</u>
		Throughout our Vikings unit, we will be discussing how the Vikings invaded England and the establishment of the Danelaw. We will be learning about the struggles against the Anglo-Saxon kingdoms and the final establishment of England as a nation.		In this unit, we will be delving into the history of the local city and some of the major events that have happened over time. We will be visiting Canterbury to explore some of the more significant historical places as well as identifying where key events in the city's history have taken place.		In this unit, we will be exploring Ancient Egypt. We will be learning about their religious beliefs, including how they prepared their dead for the afterlife. We will also be covering the importance of the River Nile to life in ancient Egypt.
Geography	<u>Rivers – How are rivers used? Fieldwork</u>		<u>Volcanoes - How are volcanoes formed and what impact do they have?</u>		<u>Fairtrade and Farming - Where does our food come from?</u>	
	In this unit, we will be exploring the key geographical features of rivers, and using a range of maps to locate rivers locally, nationally and around the world. Also, we will be looking at the positives and negatives of living near rivers. We will be conducting some fieldwork at a section of a river too.		We will be using map skills to locate volcanoes around the world, and learning how they are formed. We will debate whether or not people should live near volcanoes, through exploring the impact on humans and the environment.		We will be learning about types of farming in the UK and investigating where our food comes from. We'll also explore Fairtrade and its impact on people around the world.	
PSHE	<u>VIPs – How can we ensure our friendships are healthy?</u>	<u>Digital Wellbeing - How can we look after ourselves in a digital world?</u>	<u>Think Positive – Health and Wellbeing – How can we keep our minds healthy?</u>	<u>Safety – Health and Wellbeing – How can we keep ourselves safe?</u>	<u>One world – Living in the wider world – What is unique about Britain compared to other countries?</u>	<u>Community – living in the wider world – What is inclusion?</u>

	In our VIPs unit, we will be learning about friendships and how to create longer lasting friendships that have a deep meaningful connection. We will be discussing how to handle situations with our friends that may feel uncomfortable and what strategies to employ if we need to use them.	In this unit, we will be exploring the benefits and drawbacks of being online and how we can look after our minds and bodies based on online content we explore.	In our Think Positive unit, we will be learning about protecting our health and wellbeing. We will be focusing on how we can look after our mental health through a variety of different strategies.	In our safety lesson, we will be understanding the risks and hazards we encounter on a daily basis and how to navigate them safely and effectively.	In our wider world, we will be covering how our society compares to others around the world, building upon our links with Malawi.	In our Community topic, we will be covering British Values and what it means to be British. We will be exploring the British identity and how we are inclusive of all religions, races and culture.
RE	<u>What does it mean to be a Hindu in Britain today?</u>		<u>Why is Jesus inspiring to some people?</u>		<u>What can we learn from Religions about deciding what is right and wrong?</u>	<u>Why do some people think life is like a journey and what significant experiences mark this?</u>
	In this unit, we will be covering what it means to be a Hindu in today's society. We will be learning about their core beliefs, places of worship and how they worship. We will be exploring where Hinduism first started and how the religion grew over time.		In this unit, we will be covering the different beliefs that Christians have and how the lessons Jesus' preached can be applied to modern contexts. We will be looking at examples of Christian messages in our day to day lives and building upon our previous acquired knowledge.		In this unit, pupils will think about guidance that people follow to help them live their lives, in varying religions, focusing on what is 'right'. We will explore the theme of temptation and how religious figures may affect the actions of believers.	In this unit, pupils will learn about religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage, pupils explore how and why people chose to mark significant moments in life.
Music	<u>Western Classical Traditions and Film – Which genre do songs belong to?</u>	<u>Popular Music - What are vocal harmonies?</u>	<u>Musical Traditions – Opera and Folk – What is folk music and where can we find it?</u>	<u>Western Classical Traditions and Film - What is a four-part round?</u>	<u>Popular Music - How can we compose music with different moods?</u>	<u>Musical Traditions - What does carnival music sound like?</u>
	We will be listening to a selection of music from different genres and learn how composers manage to express a variety of moods. We will learn how to arrange individual note values to create a sequence to play on the glockenspiels. We will perform rhythms on untuned percussion using graphic and staff notation.	We will learn how to arrange different note values to create a sequence to play on glockenspiels. We will compose music to accompany a short film clip. We will sing songs with different time signatures and introduce vocal harmony. We will perform festive songs following changes in tempo and dynamics.	We will listen to examples of opera and folk music, from a range of European composers. We will use various compositional devices, such as leitmotif, and retrograde to create musical themes for characters in a story. We will be performing our compositions on a range of tuned percussion instruments.	We will listen to Western Classical Tradition and Film music, and identify percussion and woodwind instruments. We will explore how sounds are produced and classified, and use our voices to make beatbox sounds. We will sing four-part songs, and perform a jazzy round, whilst responding to the leader's directions.	We will listen to popular music and explain how the composers manage to express a variety of moods. We will identify contrasts of high and low pitches and create animal chant sounds and sequences. We will learn about pieces of music inspired by water, and instruments used to create these effects.	We will listen to musical trends popularised at music festivals across the world. We will compose song accompaniments on tuned percussion instruments, and play and perform them as a carnival band.
DT	<u>Sewing – Pencil Cases What different ways can we fasten a pencil case?</u>		<u>Making – Electrical intruder alarms – What could we create to keep us safe?</u>		<u>Cooking – What is seasonality?</u>	
	We will be designing and sewing a pencil case. We will practise and use a range of stitches, select and apply a fastener and embellish the product with individual designs.		Throughout our Making unit, we will be exploring how alarms work and creating our own alarm system. We will understand the circuitry needed and which different electrical companies require it.		In cooking, we will be tasting seasonal fruits and vegetables, and making a couple of dishes using seasonal produce - fruit tarts and stuffed vegetables.	
Art		<u>Clay – Dragon eyes How can we create textures using clay?</u>		<u>Giuseppe Arcimboldo – Why did Arcimboldo use fruits and vegetables to create self-portraits?</u>		<u>Painting – Egyptian landscapes How do we blend colours for effect?</u>

		Throughout this unit, we will be focusing on designing, molding and shaping our clay into a dragon's eye.		Throughout this unit, the children will be looking at how the artist Giuseppe Arcimboldo uses a variation of fruit to capture the essence of a portrait ten pupils will complete their own project		Throughout this unit, we will be exploring Egyptian landscapes, including key features such as the Nile and the Pyramids, and creating a silhouette painting of these features. We will be exploring different shading techniques to enhance our understanding of perspective and tone.
Computing	<u>Coding – How do we debug programs?</u>	<u>Logo – How do you program using a range of software effectively?</u> <u>Unpacking Hardware and Software - How do computers work?</u>	<u>Sound Stories - What makes an effective audio book?</u>	<u>Animation – How does 'onion skinning' support stop motion?</u>	<u>Effective Searching – How do we know if online information is reliable?</u>	<u>Composing Beats – How do we electronically compose a piece of music?</u>
	In this unit, we will begin to understand selection in computer programs by the use of IF and IF/ELSE statements. We will explore number variables and coordinates in programming.	After learning the language structure of Logo, we will enter instructions to solve a problem. We will build on learning, using repeat functions and creating procedures. In the second unit, we will be able to recognise essential parts of a computer. We will have a basic understanding of each part's function and share this learning with others.	We will explore the features of effective audio books and work as a team to script, record and edit our own.	For animation, we will learn what animations are and how they can be created. We will explore 2Animate creating our own animations based on ideas from 'stop motion' films.	We will learn how to locate information on a search page. We will develop skills to assess whether an information source is true and reliable.	We will identify and discuss the main elements of music and use this knowledge to compose a piece of electronic music on the computer.
MFL	<u>Me Presento – How do we introduce ourselves to others in Spanish?</u>	<u>Mi Familia – Who is in our family?</u>	<u>Ricitos de Oro y Los Tres Osos – Can you read Goldilocks and the Three Bears in Spanish?</u>	<u>Hábitats – Where do the animals in Spain live?</u>	<u>La Clase – What do Spanish children have in their classroom?</u>	<u>Mi Casa – How are English and Spanish people homes different?</u>
	We will be enhancing our understanding of Spanish Phonics, building upon our learning from last year. We will also be covering how to present ourselves in Spanish, how to introduce ourselves and explain about ourselves.	In this unit, we will be covering different elements of our family. We will be learning how to describe our extended family and how they are related to us.	In this unit, we will be reading the traditional tale of Goldilocks and the Three Bears in Spanish. We will learn the character name translations and other key vocabulary, as well as learning to recite some of the story in Spanish.	In this unit, we will be learning about the different animals in Spain and their habitats. We will be putting our learning into sentences.	In this unit, we will be covering the names for different things within the classroom. Children will be identifying how to say classroom items and recognising these in our own classroom.	In this unit, we will be covering how to talk about the different items in our homes. We will be learning the Spanish translation for different household items and appliances and using them within sentences.