

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 4
Autumn Term

Geography

Would you prefer to live in Italy or the UK?

This enquiry encourages pupils to compare and contrast the two countries. Children will build on knowledge on physical and human geography with a specific focus on tourism.

Locational knowledge

Children will locate countries on maps and their human and physical features

Place knowledge

Children will begin to understand the human and physical similarities and differences between areas studied in this year group and areas previously studied.

Human and physical geography

Children will describe and understand key aspects of physical geography including the mountains, rivers, weather, as well as elements of human geography including types of settlement, land use, economic activity (tourism focus) and natural resource (food).

Skills and field work

Children will begin to use digital technologies within studies of localities studied to interpret the geography of an area. [e.g. Google maps, mapping apps, photography] In this unit children will begin to develop skills in using 2 figure coordinates, will be introduced to the 8 point compass for direction. Children will also become increasingly familiar using atlases, maps and aerial photographs to interpret the human and physical, of an area studied using aerial photographs.

PE

Schemes: Real PE and iMoves

1. Coordination floor movement/Static balance: leg standing

2. Dynamic Balance to agility/Static balance: seated

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance

Dance – Latin/Romans - Perform dances using a range of movement patterns.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Art

Printing

Explore different paper and fabrics in terms of texture, colour, pattern.

Study crafts people from different cultures, identifying motifs and exploring ideas, themes, colour, pattern.

Look at patterns in the environment and record as a starting point for own designs. Produce sketches of observation and imagination in pencil and paint.

Use a wide range of printing tools – found objects and blocks. Design and produce a relief block and print from own sketches and notes.

History

Romans – Who was the most successful Roman Leader?

In this unit children will look at the spread of the Roman Empire, key rulers including Julius and Claudius as well as the everyday lifestyle of people in the Roman era.

Chronological Understanding

In this unit children will use a timeline to place historical events in chronological order while beginning to explore how they relate to previously studied time periods.

Knowledge and Understanding –

Children will begin to develop a broad understanding of Romans as an ancient civilization by looking at evidence to describe and reconstruct the culture and leisure activities from the past. They will also learn to use evidence to secure understanding about buildings and their uses.

Children will also consider the lasting impact of Romans in Britain.

Historical Interpretation and Enquiry

Throughout the topic children will use a wide variety of sources, including the library and internet, to construct an idea of the time being studied, they will begin to discuss and evaluate the usefulness of these sources.

Science

States of Matter

Develop an understanding of solids, liquids and gasses and be able to group materials based within these categories. Carrying out experiments to change materials from one state to another, through heating and cooling.

Sound and Electricity

General understanding of how sounds are made and how we hear them.

Developing an understanding of how electricity is generated and how and what we use it for in our daily lives. To construct simple circuits incorporating switches and bulbs, developing an understanding of conductors and insulators.

Working Scientifically

Plan different types of scientific enquiries to answer questions. Begin to recognise why controlling variables is necessary. Select the most appropriate type of scientific enquiry to answer questions. Identify the variables within a test and explain why which ones need to be controlled and why.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Report and present findings from enquiries, including conclusions, patterns in data and explanations of results in oral and written forms such as displays and other presentations.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

PSHE

Health and wellbeing – balanced lifestyles, balanced diet

Relationships – Empathy, Friendships/families

Living in the wider world – topical issues, Rules and laws

Health and wellbeing – media, Achievements/goals

Relationships – behaviour and consequences, Secrets and surprises

Living in the wider world –human rights, behaviour

RE

Schemes: Discovery RE and Understanding Christianity.

Creation/Fall – What do Christians learn from the creation story?

Describe what Christians do because they believe God is Creator.

Make connections between Genesis 1 and what Christians believe about God and Creation.

What is the most significant part of the Nativity story for Christians today?

Understand the symbolism in the Christmas story.

Think about what the different parts mean to Christians today.

Links to Roman topic – Identifying changes in religion during Roman times

DT

Moving book

Design

Use research and develop design criteria to design a moving book. Look at the work of illustrators and book designers. Generate, develop, model and communicate their ideas through discussion and sketches.

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Incorporate levers into the designs.

Evaluate

Investigate and analyse a range of existing products and evaluate their ideas and products against their own design criteria. Consider the views of others to improve their work.

Food Technology Italian pizza

Understand how seasons affect the food available. Build on knowledge from year 3 about food available in the Mediterranean and about the principles of a healthy and varied diet which provides energy for the body. Apply techniques learnt in earlier units to make pizza dough and prepare toppings. Prepare and bake food safely and hygienically. Learn how to change flavours by using different ingredients such as herbs.

ICT

We are Software Developers

Develop an educational computer game using selection and repetition.

Understand and use variables.

Start to debug computer programs.

Recognise the importance of using interface design, including input and output.

We are toy designers

Design and make an on-screen prototype of a computer-controlled toy.

Understand different forms of input and output.

Design, write and debug the control and monitoring program for their toy.

E-safety – consider copyright, develop safe search habits, importance of obtaining parental permission

Modern Foreign Languages - French

Memorise and present a short spoken text

Listen for specific words and phrases

Listen for sounds, rhyme and rhythm.

Ask and answer questions on several topics.

Read and understand a range of familiar written phrases.

Follow a short familiar text, listening and reading at the same time.

Read some familiar words and phrases aloud and pronounce them accurately.

Write simple words and phrases using a model and some words from memory.

Learn about festivals and celebrations in different cultures.

Know about some aspects of everyday life in France and compare them to their own.

Music

Scheme: Charanga

Genres: 70s and 80s music, class orchestra - recorder

Use their voices and play musical instruments with increasing accuracy, fluency, control and expression.

Appreciate and understand a wide range of high-quality live and recorded music.

Develop an understanding of the history of music.

Use their voices and play musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.