



Theme Intent:  
**Our knowledge of the wider world in the past** will drive our theme. Through this we will be developing our *sense of curiosity and the excitement of discovering new things.*

Our value for the term is **generosity**, give our time and talents to help others in our new environment.

Through our reading of 'When the mountains roared' we will be thinking about how we can give to strengthen friendships.

# Year 4, Term 1: Great Ancient Wonders

## WRITING:

Here We Are by Oliver Jeffers CLPE unit - (2 weeks)  
 Descriptive writing: Text: The Story of Tutankhamun by Patricia Cleveland-Peck & Isabel Greenberg - (2 weeks)  
 Outcome: piece of descriptive writing about Tutankhamun's tomb.  
 Artefacts- Describe a different artefact each day (starter activity)  
 Poetry - descriptive / acrostic - (1 weeks) - Outcome own I am poem & Magic box  
 Performance poetry (1 week) - 'The Dragon who ate our school' by Nick Toczek

**SPAG::** Revision of word classes, nouns and pronouns used for clarity, fronted adverbials - how/where/when, **P.S.H.E**

**HEALTH & WELLBEING:** **Me and my relationships**  
 (Understanding the dynamics of healthy relationships)

## READING:

Booth – The Finders  
 The Story of Tutankhamun by Patricia Cleveland-Peck & Isabel Greenberg - (1 week)  
**Class novel: When the Mountains roared by Jess Butterworth (class 9)**  
**Highland falcon thief (class 10)**

## MATHS:

Place Value - Represent numbers  
 Count in multiples of 25 and 1, 000  
 Compare and order 4 digit numbers  
 Geometry - Quadrilaterals, Triangles Symmetry  
**R.E.:**  
 What is the Trinity and why is it important to Christians?  
 Make sense of belief: Can I recognise what a 'Gospel' is and give kinds of stories it contains?

## SCIENCE:

**Animals including humans**  
 Can I identify and name the parts of the human digestive system?  
 Can I describe the functions of the organs in the human digestive system?  
 Can I identify and know the different types of teeth in humans?  
 Can I explain the functions of different human teeth?  
 Can I use food chains to identify producers, predators and prey? Can I construct food chains to identify producers, predators and prey?  
 Can I make a general statement about simple patterns evident in a set of results.  
 Can I make suggestions about how things could be improved?

## ART:

Can I explain some of the features of art from historical periods?

## COMPUTING: Computing systems and networks:

The internet  
 Can I explain that the World Wide Web comprises of websites and web pages.  
 Can I describe how to access the World Wide Web.  
 Can I evaluate the reliability of content and the consequences of unreliable content.  
 Can I explain the benefits of the World Wide Web.  
**P.E.:** Real Gym Yr 4 - Social Cog Working on reactions.  
 Can I show patience and support others, listening well to them about our work.? Can I happily show and tell them about my ideas?

## History:

Can I there were many advanced civilisations on Earth 3000 years ago?  
 Can I describe the impact that one of these periods of history had on the world?  
 Can I place the Egyptians on a timeline?  
 Can I describe how historic items and artefacts have been used to help build up a picture of life in the past?  
**Music:** Glockenspeils  
 Can I improvise using repeated patterns?  
 Can I use notation to record and interpret sequences of pitch?  
 Can I perform a simple part rhythmically?  
 Can I respond to a 'call' using 2 note response?  
 Can I explain why silence is often needed in music and explain what effect it has?  
 Can I present a performance with the audience in mind?  
 Can I stand or sit for a performance accurately?

## MFL:

Spoken Language  
 Can I hold a simple conversation with at least 4 exchanges?  
 Can I use my knowledge of grammar to speak correctly?  
 Reading  
 Can I understand a short story or factual text and note the main points?  
 Can I use the context to work out unfamiliar words?  
 Writing  
 Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?



Theme Intent:  
**Our knowledge of the wider world** will drive our theme. Through this we will be developing our **sense of asking big questions in the natural world.**

Our value for the term is **love**. What it is and how can we demonstrate it to one another in class and across the school.

Through our reading of 'When the mountains roared' we will be developing relationships and the love you show one another.

**WRITING:**  
 Newspaper reports -Model text - Holy smoke- (2 weeks) Outcome - report on discovery of Tut's tomb.  
 Narrative - 'Coming Home' Michael Morpurgo(3-4weeks)  
 Outcome own narrative based on images.

**SCIENCE:**  
**Living things and their habitats**  
 Can I group living things in different ways?  
 Can I use classification keys to group, identify and name living things?  
 Can I create classification trees to group identify and name living things (for others to use)?  
 Can I present my findings using written explanations and diagrams when needed?  
 Can I make sense of my findings and draw conclusions which helps me understand more about the scientific information I have learned?  
**DT: Mountain sculpture**  
**Can** I use ideas from other people when designing?  
 Can I produce a plan and explain it.  
 Can I present a product in an interesting way?  
 Can I measure accurately?  
 Can I persevere and adapt my work when my original ideas do not work?  
 Can I evaluate and suggest improvements for my designs?  
 Art: Can I print onto different materials using at least four colours - Mountain range

**SPAG:** Developing and using similes and alliteration effectively, alphabetical ordering - leading to dictionary skills to extend word banks, use extended noun phrases which use prepositional vocabulary, Prefixes and suffixes.

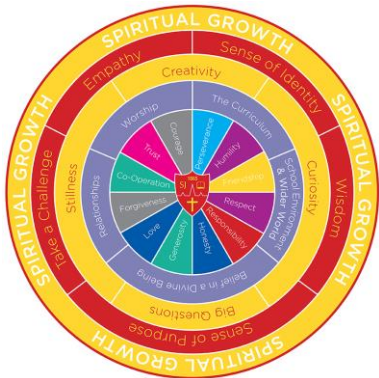
**COMPUTING: Creating Media - Audio editing**  
 Can I record sound using a computer.  
 Can I play recorded audio.  
 Can I delete a section of audio.  
 Can I change the volume of tracks in a project.  
 Can I consider the results of editing choices made.  
**P.E.:** Real PE  
 Dance: perform dances using a range of movement patterns  
**R.E.:** **Hinduism** - What do Hindus believe God is like?  
 Make sense of belief: Can I identify some Hindu deities and say how they help Hindus describe God?

**READING:**  
 When the Mountains roared by Jess Butterworth  
 The Hobbit by Tolkein  
 Mountains comprehension  
**Class novel: When the mountains roared by**

**GEOGRAPHY:**  
**Mountains**  
 Can I use maps to reach an informed conclusion about where mountains are located?  
 Can I use maps (including digital maps) to locate some of the UK's key topographical features (including hills, mountains, coasts and rivers)?  
 Can I identify and summarise some of the UK's key topographical features (including hills, mountains, coasts and rivers)?  
 Can I recall some of the world's most famous mountainous regions?  
 Can I summarise the key aspects of mountains?  
**Music:** Glockenspeils  
 Can I improvise using repeated patterns?  
 Can I use notation to record and interpret sequences of pitch?  
 Can I perform a simple part rhythmically?  
 Can I respond to a 'call' using 2 note response?  
 Can I explain why silence is often needed in music and explain what effect it has?  
 Can I present a performance with the audience in mind?  
 Can I stand or sit for a performance accurately?

**MATHS:**  
 Multiplication and division facts of tables  
 Multiplication of 1,0.  
 Mental addition/subtraction - ones tens hundreds, rounding and compensating.

**MFL:**  
 Spoken Language  
 Can I hold a simple conversation with at least 4 exchanges?  
 Can I use my knowledge of grammar to speak correctly?  
 Reading  
 Can I understand a short story or factual text and note the main points?  
 Can I use the context to work out unfamiliar words?  
 Writing  
 Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?  
**P.S.H.E**  
**Living in the wider world - Valuing difference**  
 Diversity - Respecting others differences.  
 Anti-bullying week.



# Year 4, Term 3: Neverending story - Romans

## WRITING:

**Poetry:** Free verse - Willow pattern plate by Tony Mitton(2 weeks) - Similes/metaphors  
Outcome: Innovated/own version of free verse poem

**Descriptive writing** - Model text - I came, I saw, I conquered - Invasion painting (2 week)

**Narrative** - The Varmints - (3weeks)

## SPAG:

subordinating conjunction, prepositional phrases, noun types - abstract - formal and informal.

Similes and metaphors.

Apostrophes for possession and contraction.

**READING:** Love of Reading extracts from selection of Year 4 books - Retrieval, Inference and Poetry based sessions.  
- **Krindlekrax by Philip Ridley**

Julius Caesar comprehension

**Class novel:**  
**Tiger Tiger by Lynne Reid Banks**

## MATHS: 99 challenge

Recall and use Multiplication and division 11x,12x  
Addition and subtraction ¾ digit numbers, exchanging.  
Column Multiplication expanded and compact.

## SCIENCE:

### Living things and their habitats

- Can I explain how changes to an environment could endanger living things)?
- Can I use diagrams, keys, bar charts and tables?
- Can I explain to others what I have found out?
- Can I identify differences, similarities and changes related to an enquiry?
- Can I change my ideas as a result of what I have found out during a scientific enquiry?

### ART:

- Can I explain some of the features of art from historical periods?
- Can I use line, tone, shape and colour to represent figures and forms in movement?
- Can I show facial expressions and body language in sketches?
- Can I demonstrate facial expressions and body language in paintings?
- Can I Integrate my digital images into my art?

## COMPUTING: Programming A - Repetition in shapes

- Can I use an indefinite loop to produce a given outcome.
- Can I use a count-controlled loop to produce a given outcome.
- Can I plan a program that includes appropriate loops to produce a given outcome.
- Can I create two or more sequences that run at the same time.

### P.E:

**Led by Move More Real P.E**

**R.E.:** What does it mean to be Hindu in Britain today?

Make Connections: Can I raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas?

## History:

- Can I place the Roman Invasion of Britain on timeline?
- Can I talk about the lives of two famous Romans?
- Can I research to find similarities and differences between two or more periods of history?
- Can I explain why the Romans needed to have built forts in this country?
- Music:** Violin - Peripatetic teacher
- Can I perform a simple part rhythmically?
- Can I respond to a 'call' using 2 note response?
- Can I identify the style of work of a variety of different composers?
- Can I present a performance with the audience in mind?
- Can I stand or sit for a performance accurately?

## MFL:

Spoken Language  
Can I hold a simple conversation with at least 4 exchanges?  
Can I use my knowledge of grammar to speak correctly?

### Reading

Can I understand a short story or factual text and note the main points?  
Can I use the context to work out unfamiliar words?

### Writing

Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

### P.S.H.E

### RSE

**KEEPING SAFE**

### Theme Intent:

Empathy will drive our theme, becoming the Romans invading Britain. Through this we will be developing our *sense of creativity - what did the Romans leave behind.*

Our value for the term is *courage*, we will try our hardest and carry on even when we are nervous about new challenges in the curriculum.

Through our reading of 'Tiger, Tiger' we will be thinking about our sense of identity - showing love and respect to one another.



# Year 4, Term 4: Neverending story - Romans

## WRITING: (5 weeks)

**Tiger, Tiger** By Lynne Reid Banks  
Letter writing - Roman gladiator + response (2 weeks)

**Tiger, Tiger** By Lynne Reid Banks -  
Non chronological report - Tigers (2 weeks)

Persuasive writing - The Last tree by Emily Howarth - Booth (2 weeks) Letter writing

## SPAG:

Apostrophes for contraction and possession. Conjunctions. concrete - and pronouns for clarity, synonyms and antonyms.

**READING:** Love of Reading extracts from selection of Year 4 books - Retrieval, Inference and Poetry based sessions.  
- **One dog and his boy** Eva Ibbotson

**Class novel:** Tiger, Tiger by Lynne Reid Banks

## MATHS:

Division - formal written method,  
Geometry - properties of shapes  
Decimals - Tenths, hundredths, comparing and ordering.

Theme Intent:  
Empathy will drive our theme, leaning towards developing courage and forgiveness thinking of Jesus in Holy week.

Our value for the term is *forgiveness* and we will be understanding how we can apply this to our *relationships* in class and across the school.

Through our reading of 'Tiger, Tiger' we will be thinking about our sense of identity - showing love and respect to one another.

## SCIENCE: Sound

Can I explain how sound is made?  
Can I describe how sound waves travel from a source to our ears?  
Can I explain how sounds are made associating some of them with vibrating?  
Can I describe the correlation between pitch and the object producing a sound?  
Can I describe the correlation between the volume of a sound and the strength of the vibrations that produced it?  
Can I explain what happens to a sound as it travels away from its source?  
Can I show how to set up a test to compare two things, e.g. I test to see which of two instruments make the highest or lowest sounds? Can I make a prediction and know there is a plausible reason as to why I have done so?  
Can I make further predictions based on actual results?  
Can I amend my prediction according to my findings?

## ART:

### Roman mosaics

Can I experiment with the styles used by other artists  
Can I explain some of the features of art from historical periods

## COMPUTING: Data and Information - Data logging

Can I use a digital device to collect data automatically.  
Can I choose how often to automatically collect data from samples.  
Can I use a set of logged data to find information.  
Can I use a computer program to sort data by one attribute. I can export information in different formats.

## R.E.:

Why do Christians call the day Jesus died 'Good Friday'?  
Understand the impact: Can I make links between the Gospel accounts and how Christians mark the Easter events in their communities?

## P.E.:

Can I take the lead when working with a partner in a group? use running, jumping, throwing and catching in isolation and in combination

## History:

Can I say at least three things that the Romans did for our country?  
Can I research what it was like for children in a given period of history and present my findings to an audience ?  
Can I explain how our locality today has been shaped by what happened in the past?  
Can I summarise how Britain may have learnt from other countries and civilisations? (historically and more recently)

## DT:

Can I make a mechanism that uses levers and linkages?  
Can I evaluate and suggest improvements for my designs?  
Can I evaluate products for both their purpose and appearance?  
**Music:** Violin - Peripatetic teacher  
Can I perform a simple part rhythmically?  
Can I respond to a 'call' using 2 note response?  
Can I identify the style of work of a variety of different composers?  
Can I present a performance with the audience in mind?  
Can I stand or sit for a performance accurately?

## MFL:

Spoken Language  
Can I hold a simple conversation with at least 4 exchanges?  
Can I use my knowledge of grammar to speak correctly?  
  
Reading  
Can I understand a short story or factual text and note the main points?  
Can I use the context to work out unfamiliar words?

## Writing

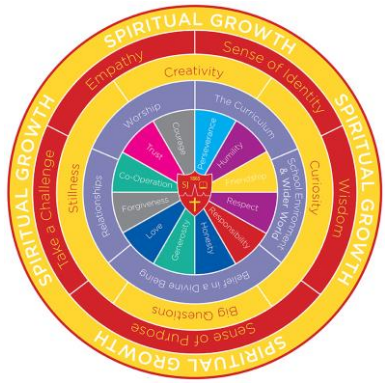
Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

## P.S.H.E

## RSE

**Rights and respect**

# Year 4, Term 5: What makes Britain Great?



**WRITING:**  
 Narrative - Railway children by E.Nesbit (2 weeks)  
 Poetry - 'Moon', Like a bulging eye' - haikus  
 Ice cream by Kenn Nesbitt - cinquains - (2 weeks)  
 Biography: Little people big dreams - King Charles III (2 Weeks)

**SPAG**  
 Use organisational devices such as headings and sub headings, causal conjunctions within explanation texts.  
 Rules of direct speech.

**READING:** Love of Reading extracts from selection of Year 4 books - Retrieval, Inference and Poetry based sessions.  
 - **Skychasers by Emma Carroll**  
**Class Reader: Varjak Paw**

**MATHS:**  
**Fractions - amounts / equivalents**  
 Decimals - addition and subtraction  
 Time

**SCIENCE:**  
**Electricity**  
 Can I identify and name appliances that require electricity to function?  
 Can I construct a series circuit?  
 Can I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)?  
 Can I draw a circuit diagram?  
 Can I predict and test whether a lamp will light within a circuit?  
 Can I describe the function of a switch in a circuit? Can I explain the difference between a conductor and an insulator, giving examples of each?  
 Can I gather and record information using a chart, matrix or tally chart depending on which is most sensible?  
 Can I group information according to common factors (e.g. materials that make good conductors or insulators)?

**COMPUTING: Creating Media – photo editing**  
 Can I recognise that digital images can be changed for different purposes.  
 Can I choose the most appropriate tool for a particular purpose. I can consider the impact of changes made on the quality of the image.

**GEOGRAPHY:**  
 Can I classify some of UK's cities by saying what county it is in, including the city/town where I live?  
 Can I name and locate some of the main islands that surround the UK?  
 Can I demonstrate an understanding of the features of villages, towns and cities and their differences?  
 Can I use a map or an atlas to explain the location of UK's counties and cities?  
 Can I explain the difference between the British Isles, United Kingdom and Great Britain?

**MFL:**  
 Spoken Language  
 Can I hold a simple conversation with at least 4 exchanges?  
 Can I use my knowledge of grammar to speak correctly?  
 Reading  
 Can I understand a short story or factual text and note the main points?  
 Can I use the context to work out unfamiliar words?

**R.E.:**  
 For Christians, when Jesus left, what was the impact of Pentecost?  
 Understand the impact: Can I describe how Christians show their beliefs about the Holy Spirit in worship?  
**P.E.: Gymnastics**  
 Can I perform and repeat longer sequences with clear shapes and controlled movement? Can I select and apply a range of skills with good control and consistency?  
 develop flexibility, strength, technique, control and balance

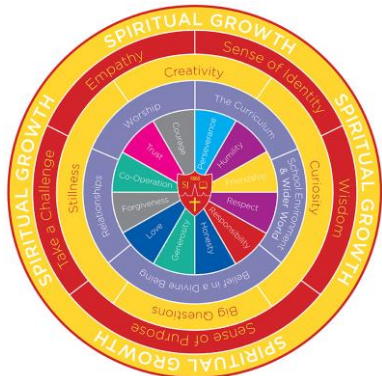
**History**  
 Can I research to find answers to specific historical questions about our locality?  
**Music:**  
 British Musicians  
 Can I sing songs from memory with accurate pitch?  
 Can I identify the character of a piece of music?  
 Can I identify and describe the different purposes of music ?

Writing  
 Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

**ART:** Can I show facial expressions and body language in sketches?  
 Can I use marks and lines to show texture in my art?  
 Can I use line, tone, shape and colour to represent figures and forms in movement?

**P.S.H.E**  
**Being my best**  
**DT:** Can I make a product that uses electrical components?

**Theme Intent:**  
 Take a challenge - Trust in others, co-operate to achieve your goal, links to exploring, team building and being out of your comfort zone.  
 Our value for the term is *friendship* and we will be considering how we can strengthen difficult relationships in the school environment.  
 We will focus on what we can do within a friendship to make it better.



# Year 4, Term 6: What makes Britain Great?

**Theme Intent:**  
 Wisdom - learning and teaching others about our environment, showing Respect and Responsibility for our wider world.

Our value for the term is **respect**. We will be understanding why it is necessary to show it to one another in class and across the school.

We will focus on respecting each other's differences.

## WRITING:

Adverts - 'Go compare' 'Cadburys' British products (2 weeks) - link to DT - own advert to sell biscuit  
 Biographies - King Charles III: celebrating his majesty's coronation and reign by Andrea Mills - Our King Charles - from prince to King by Eleanor Grey(3 weeks)  
 Explanation text - Until I met Dudley - British inventions - flying car (2 weeks)

## SCIENCE:

### States of matter

Can I compare and group materials based on their state of matter (solid, liquid, gas)?  
 Can I explain how some materials change state?  
 Can I explore how materials change state?  
 Can I measure the temperature at which materials change state?  
 Can I give a simple explanation of the water cycle?  
 Can I explain the part played by evaporation and condensation in the water cycle?  
 Can I ask relevant scientific questions, e.g. Why are steam and ice the same thing?  
 Can I show how to set up a fair test and explain why it is fair?  
 Can I show how to use equipment, including thermometers and data loggers to make measurements (e.g. time it takes ice to melt to water in different temperatures)?

**SPAG:** Nouns and pronouns for clarity, types of determiners, use of conjunctions to shift time and attention, and to allow for multi clause sentences.  
 Persuasive techniques – alliteration.

## COMPUTING: Programming B - repetition in games

Can I use an indefinite loop to produce a given outcome.  
 Can I use a count-controlled loop to produce a given outcome.  
 Can I plan a program that includes appropriate loops to produce a given outcome.  
 Can I create two or more sequences that run at the same time.  
**P.E.:**  
 Develop flexibility, strength, technique, control and balance  
**R.E.:**  
 How and why do people mark the significant events of life?  
 Can I raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark milestones?

## READING:

Love of Reading extracts from selection of Year 4 books - Retrieval, Inference and Poetry based sessions.

## Booth - The Butterfly lion by Michael Morpurgo

### Class novel: Varjak Paw

## GEOGRAPHY:

Can I plan a journey from my town/city to another place in England making reasoned judgements about the route I choose to take?  
 Can I use 4 figure grid references to help explain where things are?  
 Can I use an OS map to compare the features of villages, towns and cities?

## Music:

Can I sing songs from memory with accurate pitch?  
 Can I identify the character of a piece of music?  
 Can I identify and describe the different purposes of music?

## ART:

Can I show reflections in my art  
 Can I experiment with the styles used by other artists? (British painters)

**DT: Can I explain** how to be both hygienic and safe when using food?  
 Can I present my food attractively?  
 Can I present a product in an interesting way?  
 Can I measure accurately?  
 Can I persevere and adapt my work when my original ideas do not work?  
 Can I evaluate products for both their purpose and appearance?

## MATHS:

Geometry - position and direction  
 Statistics  
 Area and perimeter

## MFL:

Spoken Language  
 Can I hold a simple conversation with at least 4 exchanges?  
 Can I use my knowledge of grammar to speak correctly?

## Reading

Can I understand a short story or factual text and note the main points?  
 Can I use the context to work out unfamiliar words?

## Writing

Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

## P.S.H.E

### GROWING AND CHANGING:

Understanding the dynamics of healthy relationships

Personal Hygiene - Understand and explain its importance