

Year 4 New Curriculum Plans 2020/21 **EDIT**

Year 4	CHILDREN OF THE WORLD	CHILDREN OF THE FUTURE	CHILDREN OF THE MOORS
	<p>En: Information text , Description within Norse Myth</p> <p>Ma: Place Value, Number – addition and subtraction</p> <p>Sc: Animals Including Humans Sound</p> <p>G: Locational Knowledge Position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Movement of the Vikings from Scandinavia to Britain Human and Physical Knowledge: Types of settlement and land use of Vikings</p> <p>H: Anglo Saxons and Vikings</p> <p>DT: <i>Design and make a model village</i></p> <p>Art: Geometric patterns and textiles 3D modelling (clay)</p> <p>MFL: Introducing myself and my family (consolidate Y3)</p> <p>Mu: Instrument focus: Glockenspiel 1 (Charanga); reading notes on the musical stave; Listen and appraise Kerry Andrew – No Place Like Home (BBC Ten pieces)</p> <p>P.E: Invasion Games Football; Gymnastics</p> <p>Co: <i>Design, write and debug programs</i></p> <p>R.E: How do faith communities demonstrate what is sacred? Islam, Judaism, Buddhism</p> <p>PSHE: Health and Wellbeing What strengths, skills and interests do we have? How can we manage our</p>	<p>En: Biography, Explanation text</p> <p>Ma: Number – multiplication and division, Fractions including decimals</p> <p>Sc: States of Matter , Electricity</p> <p>G: Locational Knowledge (Europe), Human and Physical Geography, Maps North America, concentrating on environmental regions, key physical and human characteristics Human and Physical Knowledge: Human and Physical features of North America Water Cycle</p> <p>H: Significant figure in American history</p> <p>DT: <i>Design and make a cushion or soft toy</i></p> <p>Art: Portraits and sketching – focus on American painter (Hopper). 3D modelling (Modroc)</p> <p>MFL: Telling the time and describing myself</p> <p>Mu: Look at repeated patterns in music; Charanga Blackbird. Perform songs for an audience (Y3/4 performance)</p> <p>P.E: Dance; Rugby</p> <p>Co: <i>Green screening and editing</i></p> <p>R.E: What do different people believe about god? Islam, Judaism, Buddhism</p> <p>PSHE: Living in the wider world How can our choices make a difference to others and the environment?</p>	<p>En: Tourist Guide, Descriptive setting</p> <p>Ma: Geometry and Statistics</p> <p>Sc: <i>Living Things and Their Habitats</i></p> <p>G: Human and Physical Knowledge Geographical Skills and Fieldwork – Haworth and Ilkley Human and Physical Knowledge: Explore Germany and Haworth as contrasting localities</p> <p>H: WW2 and Evacuees (local history focus – Haworth/Ilkley)</p> <p>DT: <i>Design and make high tea for the Brontes</i> Art: <i>Landscape drawings using Watercolour and pastels - moorland (Hockney)</i></p> <p>MFL: Likes and dislikes (Food and animals)</p> <p>Mu: Play instrument with care (Glockenspiel 2 – Charanga); Listen and appraise: Brass band music (Black Dyke)</p> <p>P.E: Striking and fielding; Netball</p> <p>Co: <i>Data handling</i></p> <p>R.E: How do believers use symbolism to show their beliefs? Islam, Judaism, Buddhism</p> <p>PSHE: Relationships. How do we treat each other with respect?</p>

	feelings? How will we grow and change? How can we manage risk in different places?		
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Year 4 Science

Autumn

Children of the world

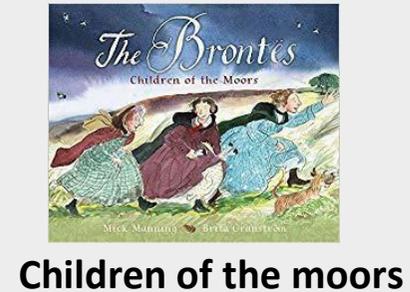


Spring

Children of the future



Summer



Children of the moors

Living things and their habitats

What would happen if the climates around the world shifted? (dangers to living things)

What nature will see on our doorstep? (identifying and classifying)
How did wolves save a famous park? (dangers to living things)

NC PoS

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

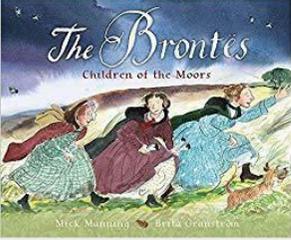
Animals

How did wolves save a famous park? (diet and food chains)

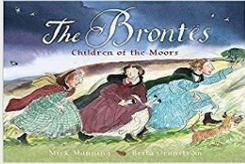
			<p><u>NC Pos</u></p> <ul style="list-style-type: none"> • <i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i>
<p><u>Humans</u></p>	<p>You eat a meal. And then a bit later...you do a poo! But what happens in between? (Asking questions and discovering how the digestive system works; research) How can I keep my digestive system healthy? (research) Why do teeth fall out? (Creating individual models of teeth and labelling them; looking at causes of decay; comparative and fair testing) Which drinks make teeth decay quickly? (comparative and fair testing)</p> <p><u>NS Pos</u></p> <ul style="list-style-type: none"> • <i>describe the simple functions of the basic parts of the digestive system in humans.</i> • <i>identify the different types of teeth in humans and their simple functions</i> 		
<p><u>States of Matter</u></p>		<p>I'm going on holiday to Greece, what can I take in my hand luggage? (compare solids, liquids and gases)</p>	

		<p>How can I speed up the rate of evaporation? (changing state; comparative fair testing)</p> <p>What would happen if the climates around the world shifted? (observing over time; comparative and fair testing)</p> <p>The amount of water on earth never changes, how is this possible? (water cycle)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>compare and group materials together, according to whether they are solids, liquids or gases</i> • <i>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)</i> • <i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</i> 	
<p><u>Sound</u></p>	<p>Is there a link between the amount of noise in school and the time of the day? (pattern seeking)</p> <p>How do we use some of the best scientific inventions (sound) in everyday life? (research)</p> <p>What is it like to be hearing impaired? (research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>identify how sounds are made, associating some of them with something vibrating</i> 		

	<ul style="list-style-type: none"> • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 		
<p><u>Electricity</u></p>			<p>How has electricity changed our lives? (circuits; comparative and fair testing) How can I keep myself safe around electrical appliances? (research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors

	<p style="text-align: center;"><u>Autumn</u> Children of the world</p> 	<p style="text-align: center;"><u>Spring</u> Children of the future</p> 	<p style="text-align: center;"><u>Summer</u> Children of the moors</p> 
<p><u>Locational Knowledge</u></p>	<p>Anglo-Saxons and Vikings Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Look at the movement of the Vikings from Scandinavia to Britain – explore reasons for this and impact on Britain. General map work.</p>	<p>North America focus Use maps to locate countries, focusing on North America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Focus on Mississippi River and the area / cities / states it runs through. (Rivers and the Water Cycle)</p> <p>Why has Britain chosen to leave the European Union? We will name and locate all the European countries and capitals</p>	<p>WW2 and Evacuees Where did the Brontë's live? Locality features Who were England's allies and where did they come from? We will learn the names of the countries in the Allied and Axis powers during the war. Focusing on first identifying the continent that each of the countries are in and then to find these countries using an atlas.</p>
<p><u>Place Knowledge</u></p>		<p>Why has Britain chosen to leave the European Union? We will compare the similarities and differences between Britain and another European country which will remain in the EU (they can do this with the country they chose)</p>	<p>Visiting the Brontë's Birthplace – Haworth Exploring the Brontë's home place and moors - Wuthering Heights</p> <p>Visiting Germany: why is tourism continuously booming? We will explore Germany as a travel destination</p>

			and why it has never been more popular. We will think about what the country is doing right to account for its thriving visitor numbers. We will look at both physical and human features while exploring tourism in the country. We will compare similarities between Bradford and Berlin. Understand geographical similarities and differences by studying the human and physical geography of Haworth / Ilkley and a region of Germany (Heidleberg?)
<u>Human and Physical Knowledge</u>	Describe and understand types of settlement and land use; and economic activity through a study of Britain at the time of the Anglo Saxons and Scandinavian countries (Vikings).	Why has Britain chosen to leave the European Union? We will identify physical and human features of European countries (children could choose their own country to research) How will European countries work together to combat climate change? We will explore the causes of human impact on climate change. We will identify some of the causes of climate change, and consider reasons why some people do not believe in climate change or do not take action on climate change. We will identify some effects of climate change on people at home and abroad.	Human and Physical features of the Bronte birthplace and landscape. Visit to the Moors to look at the human and physical features. Visiting Germany: why is tourism continuously booming? We will look at both physical and human features while exploring tourism in the country.
<u>Geographical Fieldwork</u>	Use maps, atlases and globes, and begin to use digital/ computer mapping to locate countries and describe features studied. Use digimaps.	Use maps, atlases and globes, and begin to use digital/ computer mapping to locate countries and describe features studied. (North America) Young Leaders Link Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Use digimaps to create local community maps.	Local mapping of the Bronte birthplace Mapping of areas the books were written about. Use the 8 points of a compass , 4-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world. Nell Bank

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<p><u>AngloSaxons;</u> <u>Vikings</u></p>	<p>Why is Sutton Hoo one of the most important archaeological discoveries of all times? We will explore the burial site and find out more about the Anglo-Saxon world.</p> <p>We will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p> <p>The Viking and Anglo-Saxon Struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Who was Edward the Confessor? What was the Impact of his Reign?</p> <p>Brave, berserk or just bloodthirsty. What's the truth of the Vikings?</p> <p>Shield maidens – were female Viking warrior's fact or fiction?</p> <p>We will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. We will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. We will look at the events surrounding the attack on Lindisfarne in 793.</p> <p>Strength or strategy: What was the secret of Ragnar's success?</p>	<p>Significant People and actions taken that have influenced or are influencing the present and future</p> <p>Impact of people in history</p> <p>Young leaders – Changes and Impact on local community</p>	<p>World War II: Whose War?</p> <p>We will create a context for the beginning of WW2 and the world leaders involved during the war. We will discover key topic vocabulary and learn about who was part of the Axis and Allied forces.</p> <p>Is one story enough to tell us what it was like to be an evacuee?</p> <p>We will look at a range of artefacts (e.g. evacuee suitcase) and extracts of different evacuee experiences and discuss how far it is possible to understand the experiences of evacuees from one child's experiences.</p> <p>What was it like to be a child in World War II? We will find out about World War Two through the eyes of children?</p>

We will find out about subsequent Viking invasions after Lindisfarne. We will learn about the tensions and battles between Anglo Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.

What made King Alfred so great?

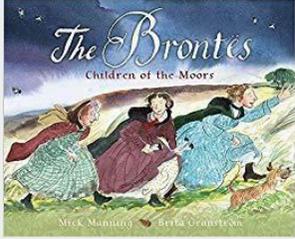
We will recap the agreement between Anglo Saxons and Vikings. We will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England. **What do we owe to the Vikings?**

We will look at what everyday life was like for the Vikings who settled in England. We will consider how this may have been similar to and different from the lives of their Anglo Saxon counterparts. We will consider how the Viking legacy is still seen in Britain today.

When did England become a unified country? We will find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1066.

How did the Battle of Hastings change the course of history?

We will explore the events surrounding the death of King Edmund in 1066 and how this led to the Battle of Hastings and the Norman conquest. We will consider how Britain might be different today if the Battle of Hastings had had a different outcome. We will also express our understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.

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Challenges to solve	<p><i>End of topic presentation meeting for parents - Vikings / Anglo Saxons village with working aspects to display. How will you show the fire so that it looks light? What were their homes like? How did the Vikings move their heavy boats across land? How would they cross rivers? Craftwork.</i></p>	<p><i>The children need a cushion / toy to play with. How big should it be? What should it be filled with?</i></p>	<p>The Brontes are coming for High tea. What will you make for them?</p>
Background research and design	<p><i>Choose materials to use based on availability and suitability of their properties and the aesthetics. Suggest alternative methods if the first attempt fails. Create pattern pieces and prototypes. Share and discuss ideas with others explaining how parts of their product work. Think before what they need to show to parents and check along the way. Discuss before and after if the keyring is fit for purpose.</i></p>	<p><i>Use prototypes to develop and share ideas. Discuss the order and main stages of making their cushion / toy. Talk about how they will make their cushion / toy and the processes they will use. Make labelled drawings of their cushion / toy from different views including annotations, identifying features and thinking of tools and materials they will use. Use CAD drawing. Think about the person who the item is for and what features they will need to include to appeal to them.</i></p>	<p>Try out making elements of the final make beforehand and test for suitability. Talk before, during and after about what is needed from the product.</p>
Knowledge of designers.	<p><i>Bridges focus – Look at different bridge designs through the ages. How have they changed. Look at different modern bridges made recently identifying male and female designers who have made unique bridges.</i></p>	<p><i>Look at interior designers and their work. How have soft furnishings changed over the years?</i></p>	<p>Mary Berry and her work on Great British bake off.</p>
Skill for life - make	<p><i><u>Make it, build it</u> Build a model village to show others what you have learnt. Electrical simple electrical circuits. Mechanisms - levers and linkages or pneumatic systems to create movement.</i></p>	<p><i><u>Make do and mend.</u> Make and cut out a pattern. Pin a pattern to fabric and cut it out. When cutting out a pattern and fabric create a seam allowance. Understand how to get the best use of fabric by where</i></p>	<p><i><u>Come dine with me</u> Follow hygiene rules. Follow safety rules. Follow a recipe. Breaking an egg. Using a whisk.</i></p>

	<p><i>Drill and screw</i> <i>Use a saw to cut wood, drill a hole in, screw in an eyelet - to attach they key ring onto.</i> <i>Add details as desired to decorate the key ring.</i> <i>Follow instructions.</i> <i>Measure accurately using a ruler to the nearest half a cm.</i> <i>Sand wood to make it smooth.</i> <i>Use a simple electrical circuit within the product.</i> <i>Strengthen frames with diagonal struts.</i></p>	<p><i>it is placed on the fabric.</i> <i>Use fasteners – Velcro, Wonderweb, press stud and buttons.</i> <i>Use overstitching at the beginning and end of sewing an item to secure it.</i> <i>Use a needle and thread to sew running stitch, cross stitch, back stitch and satin stitch.</i> <i>Work alongside an adult to reinforce their cushion using a sewing machine (optional – children decide whether they are happy that the stuffing stays in their cushion).</i> <i>Be able to turn a completed shape inside out when sewing using a tool if needed.</i> <i>Make a choice as to the type of filling they wish to use – e.g. stuffing, rice, dried peas, recycled fabric; to decide the type of item they have made.</i> <i>Follow instructions to sew two pieces of fabric together.</i></p>	<p>Weighing using standard measures. Measuring liquids using standard measures. Use a grater. Use a frying pan and fish slice. Rub butter into flour. Knead dough. Chop and slice ingredients. Understand why proving time is important. Explain how to use an oven safely and understand about temperatures and cooking times. Interpret cooking times and temperatures from packets and recipes. Carry a tray with different items including a liquid carefully. Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe. Understand that recipes can be changed by adding or taking away ingredients. Understand that the seasons can affect food produce. Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet. Identify that food and drink are needed to provide energy for a healthy and active lifestyle. Identify that people should eat at least 5 portions of fruit and vegetables a day.</p>
Evaluate	<p><i>Use design criteria to evaluate product - identifying both strengths and areas for development in relation to purpose and user.</i></p>	<p><i>Consider the views of others, including intended user, whilst evaluating the product.</i> <i>Consider and explain how the finished product could be improved.</i></p>	<p>Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p>
The small make	<p><i>Make key rings by sawing small pieces of wood, drilling a hole, screwing in screw in eyelet and attaching a keyring.</i></p>	<p><i>Sew to make a Christmas present placed inside a key ring or bauble for the tree.</i></p>	<p>Make high tea items: sandwich triangles decorated with a side salad scones buns</p>
The Big Make	<p><i>Make a model village for a structure stroll for younger children which lights up and some simple mechanisms.</i></p>	<p><i>Use a hop to practice sewing stitches.</i> <i>Make a cushion / soft toy.</i></p>	<p>Have a high tea with food and drinks made. Fold napkins to go with it.</p>

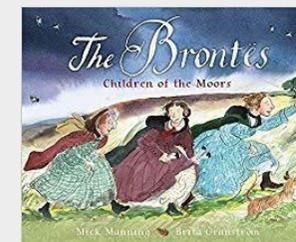
Autumn
Children of the world



Spring
Children of the future



Summer



Children of the moors

Skills

Drawing

Use knowledge of lines of symmetry to help draw accurate geometric shapes.

Make informed choices about paper and media when drawing.

Explore relationships between line and tone, pattern and shape, line and texture.

(Use a variety of tones to achieve different effects.)

Analyse and describe the use of line within artists' work.

Collect images and information independently in a sketchbook.

Use research to inspire drawings from memory and imagination.

Alter and refine drawings and describe changes using art vocabulary.

Painting

Make and match colours with increasing accuracy.

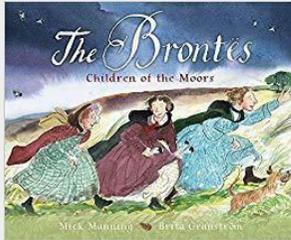
Show an increasing independence and creativity when planning and creating

Analyse and describe how great artists mixed and applied paint, and their use

	Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.	different effects and textures with the painting process.	of colour and texture.
	<u>Printmaking</u>		
	Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns.	Select broadly the kinds of material to print with in order to get the effect they want. Research, create and refine a print using a variety of techniques.	Begin to explore a greater range of resist printing, including marbling and silkscreen printing.
	<u>Textiles / Collage</u>		
	Experiment with cold-water paste resist techniques.	Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Analysing and describing the use of form within artists' work	Combine skills taught so far by choosing collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using art vocabulary. Use the correct tools when working with different materials.
	<u>Sculpture / 3D form</u>		
	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form, analysing and describing how this is created in artists' work.	Plan, design, make and adapt models. Talk about their work, understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	
<u>Evaluation</u>	Build a more complex vocabulary when discussing art. Compare ideas, methods and approaches in their own and others' work and say what they	Adapt their work according to their views and describe how they might develop it further.	Question and make thoughtful observations about starting points and select ideas to use in their work. Annotate work in sketchbook.

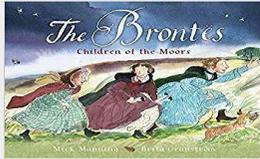
	think and feel about them.		
<u>Links to topic</u>			

Year 4 Computing

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<u>E-safety</u>	E-Safety - Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.	E-Safety- Explain the possible consequences of submitting personal information online	E-Safety - Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.
<u>Computer science</u>	<u>Can I create a program with a purpose?</u> We will create a game with set criteria (the wonders of the world)		
<u>Media</u>		<p><u>What goes on behind the scenes of a science demonstration video?</u> <i>We will plan, create and edit a short film of our science demonstration.</i></p> <p><u>How would I promote myself as a Young Leader?</u> <i>We will compose, combine and refine a jingle advertising our campaign as Young Leader. Green screen and editing.</i></p>	

<u>Data Handling</u>			Nell Bank Data Handling living things and their habitats Represent data in a data base.
<u>Literacy</u>	Carry out and modify searches developing key words to improve accuracy Check the relevance and accuracy of search results Locate online content using some of the available advanced features in search engines.		

Year 4 Music

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<u>Singing and Performing - Glockenspiel</u>	Show control in voice. Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication.	Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronunciation in a song.	Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.
<u>Listening</u>	To notice, analyse and explore the way sounds can be combined and used expressively.	To notice, analyse and explore the way sounds can be combined and used expressively.	To comment on musicians use of techniques to create effect.
<u>Composing</u>	Compose music that combines several layers of sound.	Compose and perform melodies and songs. Use sound to create abstract effects.	Create accompaniments for tunes.
	Awareness of the effect of several layers of sound.	Recognise and create repeated patterns with a range of instruments.	Carefully choose, order, combine and control sounds with awareness of their combined effect.

<u>Musical Notation</u>	Begin to read some musical notes. Know how many beats in a minim, crotchet and semibreve, plus recognise their symbol.	Begin to use staff and musical notation when composing work.	Know the symbol for a rest in music, and use silence for effect when composing.
<u>Music Appreciation</u>	Begin to recognise and identify instruments and numbers of instruments and voices being played.	Compare music and express growing tastes in music.	Explain how musical elements can be used together to compose music.
<u>Musical History</u>	Describe the different purposes of music throughout history and in other cultures	Understand that the sense of occasion affects the performance.	Explore and explain personal reasons for liking/disliking a specific composer and a number of their pieces.
<u>Composer / Musician Focus</u>	Kerry Andrew – <i>No Place Like</i> (BBC Ten Pieces)	The Beatles	Brass band focus: Black Dyke
<u>Topic Links</u>	Charanga: Glockenspiel 1	Charanga: <i>Blackbird</i>	Charanga: Glockenspiel 2