

Year 4	Autumn Term		Spring Term		Summer Term	
	Chocolate Around the World		Vicious Vikings		Vile Victorians	
Visit/ Visitor/Experience			Murton Park			Visit the Bingley canal and five rise locks
Science	States of matter	Animals inc. humans	Sound	Science skills- bubbles	Electricity	Living things and their habitats
History	Mayans		Vikings		Victorians	
Geography		Physical Geography with a focus on Mexico		Viking journeys		Britain's rivers and canals
Art and DT	Cooking	Pattern and print	Design a long boat.	Make and evaluate a Viking long boat.	Design, make and evaluate a Victorian outfit	
Computing	We are software developers	We are designers	We are musicians	We are HTML technicians	We are co authors	We are meteorologists
RE	Religions covered: Christianity, Hinduism and Buddhism					
	Journeys		Right and Wrong		Creation and the Environment	
PSHE	New Beginnings C4: Our Diverse World	Getting on and Falling Out Say No to Bullying (Anti- Bullying Week 14 - 18 Nov)	F4: Money, Money, Money!	Good To Be Me	D4b: Risk Taking	Changes SR4: Changing Bodies
Music	Music specialist in teaching 'Mamma Mia'	The Class Orchestra	Dragon Scales	Painting with sound	Salt, pepper, Vinegar, Mustard	Animal Magic
PE	Golf striking and fielding	Dance	Gymnastics	Invasion Games (Netball/ Handball)	Net & Wall Games (Tennis/ Badminton)	Athletics

Year 4	Autumn Term		Spring Term		Summer Term	
	Chocolate around the world		Vicious Vikings		Vile Victorians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	States of Matter	Animals inc humans	Sound	Science skills-bubbles	Electricity	Living things and their habitats
National Curriculum Coverage	<p><i>Pupils should be taught to:</i> Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><i>Pupils should be taught to...</i> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple function Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><i>Pupils should be taught to:</i> Identify how sounds are made, associating some of them with something vibrating 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>	<p>Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries</p>	<p><i>Pupils should be taught to...</i> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light</p>	<p><i>Pupils should be taught to...</i> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be</p>

				<p>including oral and written explanations, displays or presentation of results and conclusions.</p> <p>Using results to draw simple conclusions, make predications for new values, suggest improvements and raise further questions.</p> <p>Identifying differences, similarities and changes related to simple scientific ideas or processes.</p> <p>Using straight forward scientific evidence to answer questions or to support their findings.</p>	<p>sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>taught to take the necessary precautions for working safely with electricity.</p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>
History	Mayans		Vikings		Victorians	
National Curriculum Coverage	<p><i>Pupils should be taught...</i></p> <p>A study of a non-European society that provide contrasts with British History including a study of Mayan civilization.</p>		<p><i>Pupils should be taught...</i></p> <p><i>This could include...</i></p> <p>Viking raids and invasion</p> <p>resistance by Alfred the Great and</p>		<p><i>This could include...</i></p> <p>A local history study - Victorians</p> <p>A significant turning point in British history</p>	

			<p>Athelstan, first king of England</p> <p>further Viking invasions and Danegeld</p> <p>Edward the Confessor and his death in 1066</p>		<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
Geography		<p>Physical Geography with a focus on Mexico</p>		<p>Viking journeys</p>		<p>Britain's rivers and canals</p>
National Curriculum Coverage		<p><i>Pupils should be taught...</i></p> <p><i>When studying Mayans focus on Mexico to look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (with a focus on economic activity and trade links include the others as relevant)</i></p> <p><i>Identify the position and significance of latitude and longitude, equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn and time zones.</i></p>		<p><i>Pupils should be taught...</i></p> <p><i>With links to Viking journeys....</i></p> <p>Locate the worlds countries, using maps to focus on Europe.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the united kingdom and a region in a European country.</p> <p>Describe and understand human geography including types of settlement and land use, economic activity including trade links and the distribution of natural</p>		<p><i>Pupils should be taught...</i></p> <p>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, and digital technologies. (How do these effect water run off? Speed of run off, flooding? Human features of reservoirs...Could you make a graph of rainfall within May? Physical features - rivers, streams, limestone pavements and sink holes in Yorkshire dales...)</p> <p>Understand human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources, including energy, food minerals and water.</p>

		Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		resources including energy food and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Art and DT	Cooking- Design, make and evaluate a chocolate bar	Pattern and print	Design a long boat.	Make and evaluate a Viking long boat.	Design, make and evaluate a Victorian outfit
National Curriculum Coverage	<p>To design, make and evaluate your own chocolate bar.</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make</p> <p>Select and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional</p>	<p>Recreate Mayan art linked to pattern and printing.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques including printing.</p>	<p>To design a long boat using sketched and computer generated plans.</p> <p>To improve their mastery of art and design techniques including the use of ICT.</p>	<p>To make and evaluate your own long boat.</p> <p>Design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>	<p>Design, make and evaluate a Victorian outfit linked to the Industrial revolution.</p> <p>Design</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p>

	<p>properties and aesthetic qualities.</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Investigate and analyse a range of existing products.</p> <p>Cooking and nutrition</p> <p>To know where and how a variety of ingredients are grown and processed.</p>			<p>cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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