

Subject Coverage Expectations Year 4

NC Subject	Expected coverage for the year group over the academic year 2014-2015	Detail the Theme or X-Curricular links	<u>Half Term</u> eg Aut1
English	<p><u>Narrative</u> Historical settings Imaginary worlds Stories from other cultures Issues and dilemmas Plays</p> <p><u>Non-fiction</u> Recounts (newspapers) Information texts Instructions</p> <p><u>Poetry</u> Creating images Exploring patterns At least one book focus per term</p>	<p><u>Creature Features</u> Issues and Dilemmas Creating images Recounts (newspapers) This morning I met a whale Various non-fiction texts about animals and their habitats</p> <p><u>Chocolate</u> Instructions Imaginary Worlds Plays Charlie and the chocolate factory From bean to bar (the story of the cocoa bean)</p> <p><u>Vikings & Anglo Saxons</u> Historical settings Information texts Books – Horrible Histories – Saxons Grim Gruesome The Saga of Eric the Viking</p> <p><u>Sikhism</u> Stories from other cultures Instructions Exploring patterns Various non-fiction texts about Sikhism</p> <p><u>Hills, mountains & coasts</u> Information texts Issues and dilemmas Exploring patterns Books – maps, atlases, topic books on conservation issues.</p> <p><u>Year 4 Medium Term English Plans</u></p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1 and 2</p> <p>Summer 1</p> <p>Summer 2</p>
Maths	<p>All children will cover number and place value, addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p>	<p><u>Year 4 Medium Term Maths Plans</u></p>	<p>Ongoing</p>

History	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ending 1066	<u>Vikings and Anglo Saxons</u>	Spring 1 & 2
Geography	<p><i>CAYTHORPE RESIDENTIAL</i></p> <p><i>Locality Focus - UK</i></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. - Focus on hills, mountains and coasts within UK. - Types of settlement and land use patterns and how some of these have changed over time. - **PLUS SKILLS & FIELDWORK area of geography curriculum throughout year** <ul style="list-style-type: none"> - using fieldwork to observe, measure & record physical & human geography in the local area. - Use maps, atlases globes and computer mapping - Use the 8 points of a compass - Use 4 and 6 figure grid references - Use symbols & key (including ordnance survey) 	<u>Hills, mountains & coasts</u> N.B. Environmental week	Summer 1 Summer 2 Spring 1
MFL (French)	<p>Teachers should aim to teach a weekly 20 minute language lesson. The lesson should be mainly practical focusing on listening and speaking. Moving onto some writing.</p> <p>NC objectives to be covered</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; Speak in sentences. Develop accurate pronunciation. Present ideas and information orally to a range of audiences.</p> <p>Likes and dislikes</p>	Will be taught discretely. N.B. International/MFL week	Summer 1

	<p>Saying what you like and dislike about food, asking for something.</p> <p>Travel Making statements about travel, likes and dislikes, days of the week, statements about weather.</p> <p>Pocket Money Numbers 21-40, simple prices, expressing likes and dislikes about food and toys, justification of opinions.</p> <p>Instructions Instructions, numbers in multiples of 10 to 100.</p> <p>Sport Making simple statements about activities and diet.</p> <p>What's the weather like? Describing the weather, numbers to 40, saying the temperature (plus and minus), saying the date.</p>		<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>
Art	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Taught across all topics through a range of mediums.</p> <p>N.B. Arts Week</p>	<p>All Year</p> <p>Autumn 1</p>
Religious Education	<p><u>Displays</u> There are a number of artefacts, posters and photographs which can be utilised.</p> <p><u>Areas that must be covered in teaching.</u> (4 Christianity and 2 Sikhism)</p> <p>-How do Sikhs worship God both in the Gurdwara and at home? <i>Visit to the Gurdwara</i></p> <p>- What is it like to be a Sikh in Peterborough? <i>Local visitor opportunity</i></p>	<p><u>Sikhism</u></p> <p><u>Sikhism</u></p>	<p>Summer 1</p> <p>Summer 1</p>

	<p>- Is it fair (Christianity)</p> <p>-Is Easter a festival of new life or sacrifice?</p> <p>- What are the main internal and external features of some Christian places of worship and what purpose do they serve? <i>Visit to Werrington Church</i></p> <p>-What is the bible and how is it used by Christians? <i>Local visitor opportunity</i></p> <p>** Whole plans or specific planning guidance can be found in the RE folder on the server**</p>	<p>Will all be taught discretely</p>	<p>Spring 2</p> <p>Spring 2</p> <p>Autumn 1</p> <p>Autumn 2</p>
<p>Science</p>	<p><u>Electricity</u> 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 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> <p><u>States of matter</u> 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><u>Sound</u> 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><u>Living things and their habitats</u> Recognise that living things can be grouped in a</p>	<p><u>Sikhism</u></p> <p><u>Chocolate</u></p> <p><u>Hills, mountains & coasts</u></p> <p><u>Creature Features</u> N.B. Stibbington food</p>	<p>Summer 1</p> <p>Autumn 2</p> <p>Summer 2</p> <p>Autumn 1</p>

	<p>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.</p> <p><u>Animals inc. humans</u> 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 functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>chains and habitats trip</p> <p><u>Vikings & Anglo Saxons</u> N.B. STEM week</p> <p><u>Creature Features</u> N.B. Stibbington food chains and habitats trip</p>	<p>Spring 1&2</p> <p>Autumn 1</p>
<p>P.E.</p>	<p><u>Key Stage Two</u></p> <p>Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success</p> <p>Key underlying message in KS2 PE is “Decision Making” within lessons and “competitive elements” – against self and others</p> <p>SWIMMING is compulsory</p> <p>There is an emphasis on the development of skills rather than the learning of specific games. Areas to cover will include: Gymnastics</p> <p>Dance</p> <p>Games – Ball Skills invasion focus</p> <p>Games-net/wall games</p> <p>Games - striking and fielding</p> <p>Athletic Activities – throws, jumps, running</p> <p>Outdoor Adventurous Activity – photo trails, grid maps, set simple course</p> <p>Your lessons should cover the following</p>	<p>PE CPD (discrete)</p> <p>N.B. Active & wellbeing week</p>	<p>Summer 2</p> <p>Aut 1</p> <p>Aut 2</p> <p>Spr1</p> <p>Spr 2</p> <p>Sum 1</p> <p>Sum 2</p> <p>Sum 1</p>

	<p><u>FUNDAMENTAL MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following <u>PRINCIPLES</u></p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of <u>GESTURE</u></p>																										
<p>Music</p>	<p>Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>All are covered in music sessions under the exploration of rhythm & pulse (Autumn term), pitch (Spring term) and then instrumental sounds (Summer term). Music support will also be given from an external provider.</p> <p>N.B. Arts Week</p>	<p>All terms</p> <p>Autumn 1</p>																								
<p>Computing</p>	<p>Switched On Computing</p> <table border="1" data-bbox="276 1066 967 1424"> <tr> <td>Developing a simple educational game</td> <td>Programming</td> </tr> <tr> <td>Prototyping an interactive toy</td> <td>Computational thinking</td> </tr> <tr> <td>Producing digital music</td> <td>Creativity</td> </tr> <tr> <td>Editing and writing HTML</td> <td>Computer networks</td> </tr> <tr> <td>Producing a wiki</td> <td>Communication/Collaboration</td> </tr> <tr> <td>Presenting the weather</td> <td>Productivity</td> </tr> </table>	Developing a simple educational game	Programming	Prototyping an interactive toy	Computational thinking	Producing digital music	Creativity	Editing and writing HTML	Computer networks	Producing a wiki	Communication/Collaboration	Presenting the weather	Productivity	<table border="1" data-bbox="999 1043 1374 1402"> <tr> <td>4.1</td> <td>We are software developers</td> </tr> <tr> <td>4.2</td> <td>We are toy makers</td> </tr> <tr> <td>4.3</td> <td>We are musicians</td> </tr> <tr> <td>4.4</td> <td>We are HTML editors</td> </tr> <tr> <td>4.5</td> <td>We are co-authors</td> </tr> <tr> <td>4.6</td> <td>We are meteorologists</td> </tr> </table>	4.1	We are software developers	4.2	We are toy makers	4.3	We are musicians	4.4	We are HTML editors	4.5	We are co-authors	4.6	We are meteorologists	<p>Aut 1</p> <p>Aut 2</p> <p>Spr 1</p> <p>Spr 2</p> <p>Sum 1</p> <p>Sum 2</p>
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<p>PSHE Inc SRE</p>	<p><u>SEAL Focus</u></p> <p>New Beginnings <i>Celebrating and appreciating differences, rights and responsibilities, feelings.</i></p> <p>Getting On & Falling Out <i>Respect for diversity, co-operation, social skills</i></p> <p><u>Cambs SOW</u></p> <p>My Emotion 4A - Emotional Wellbeing (Huge Bag of Worries) Dealing with emotions, vocabulary of emotions 4B - Managing Risk Physical, social and emotional risks, strategies for lessening risk Anti- Bullying Week</p> <p><u>SEAL</u></p> <p>Going For Goals <i>Overcoming frustration, responsibility, encouraging self and others</i></p>	<p>Topics will be taught across all themes and as appropriate to the class, all topics will be covered throughout the year.</p>	<p>All Year</p>																								

	<p>Good to be Me <i>Responses to a threat, overcoming negative feelings, assertiveness</i></p> <p>4D – Drugs And Their Uses Types of drugs and their effects, alcohol and smoking, what to do if you find a substance.</p> <p>4E – Keeping Healthy types of medicines, role of health professionals and others who handle drugs at work.</p> <p>4F – Identifying & Reducing Risk Drug related, risky situations, how to feel safe.</p> <p><u>SEAL</u> Relationships <i>Guilt, put-downs and their effects on others, feelings about loss.</i></p> <p>Changes <i>Positive changes, apprehension as a normal feeling, self-awareness and empathy.</i></p> <p><u>Cambs SOW</u> Keeping Safe 4H – Personal Safety Safer and unsafe places, ways of getting help in dealing with unwanted physical contact. Growing and Changing (SRE) 3I - How My Body Works & Changes Naming external body parts including sexual parts, differences between males and females and how this enables humans to produce babies. 3J - Maintaining Personal Hygiene Keeping bodies, teeth and hair clean, taking responsibility for own personal hygiene. 3K - Changing Emotions and Responsibilities Self-worth and valuing others, perceptions of 'growing up', parent's role in looking after babies.</p> <p>Seal Units & Cambs SOW file, plus green & blue resource boxes all stored in Group Room</p>		
<p>Design Technology</p>	<p>Electrical Systems – Simple circuits and switches. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. reading light, nightlight, siren for toy vehicle, torch)</p> <p>Mechanical Systems – Levers and Linkages. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. poster, greetings card, story book, display)</p> <p>Food – Healthy and Varied Diet. Looking at food for a picnic, can they make it from scratch? Health and safety. Following recipes (such as bread) create their own sandwiches based on taste testing and prepare all ingredients independently (e.g. bread making, snack bar, picnic, rice cakes, healthy eating)</p>	<p><u>Sikhism</u> (to be taught as part of science: electricity)</p> <p><u>Creature Features</u></p> <p><u>Viking & Anglo Saxons</u> (to be taught as part of science: animals inc. humans)</p>	<p>Summer 1</p> <p>Autumn 1</p> <p>Spring 1 & 2</p>

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