

## Chancellor Park Primary School – Year 4

Subject	<u>Autumn</u>  Topic: RIVERS	<i>IDEAS</i>	<u>Spring</u>  Topic: Ancient Egypt	<i>IDEAS</i>	<u>Summer</u>  Topic: A Musical Adventure	<i>IDEAS</i>
<b>Science</b>	<p><b>Sc4/3.1 States of Matter</b></p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Sc4/1 Working Scientifically</b></p> <p>During years 3 and 4, pupils should be taught to use the following</p>		<p><b>Sc4/2.1 All Living Things</b></p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Sc4/2.2 Animals including humans</b></p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p>		<p><b>Sc4/4.1 Sound</b></p> <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a</p>	

	<p>practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest</p>		<p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>Sc4/4.2 Electricity</b></p> <p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c 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</p>	
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	<p>improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>				<p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
<b>Geography</b>	<p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of 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>		<p><b>Ge2/1.2 Place Knowledge</b></p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>		<p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	

					(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	
					Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
<b>History</b>	<p><b>Hi2/1.3 Anglo-Saxons &amp; Scots</b></p> <p>Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li>b. <i>Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li>c. <i>Anglo-Saxon</i></li> </ul>		<p><b>Hi2/2.3 Ancient Civilizations</b></p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>a. Ancient Sumer;</li> <li>b. The Indus Valley;</li> <li>c. Ancient Egypt; or</li> <li>d. The Shang Dynasty of Ancient China</li> </ul>			

	<p><i>invasions, settlements and kingdoms: place names and village life</i></p> <p>d. <i>Anglo-Saxon art and culture</i></p> <p>e. <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></p>					
<b>Computing</b>	<p><b>We are software developers</b>          -design, write and debug programs that accomplish specific goals          -use sequence, selection, and repetition in programs; work with variables and various forms of input and output          -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>We are meteorologists</b>          work with variables and various forms of input and output          use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs .          -use search technologies effectively, appreciate how results</p>		<p><b>We are HTML editors</b>          understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.          -Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p>		<p><b>We are co-authors</b>          solve problems by decomposing them into smaller parts          -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.          -Use search technologies effectively.          -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</p>	

	<p>are selected and ranked, and be discerning in evaluating digital content.</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information .</p>		<p><b>We are toy designers</b></p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>We are musicians</b></p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-Be discerning in evaluating digital content.</p> <p>-select, use and combine a variety of software</p>	
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					(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
<b>Design and Technology</b>	<p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a 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>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</p>		<p><b>DT2/1.1</b> <b>DT2/1.2</b> <b>DT2/1.3</b> <b>DT2/1.4</b></p> <p><b>DT2/2.1</b> <b>Cooking &amp; Nutrition</b></p>		<p><b>DT2/1.1</b> <b>DT2/1.2</b> <b>DT2/1.3</b> <b>DT2/1.4</b></p> <p><b>DT2/2.1</b> <b>Cooking &amp; Nutrition</b></p>	

pattern pieces and computer-aided design

## DT2/1.2 Make

DT2/1.2a select from and use a wider range of tools and equipment to perform **practical tasks** accurately

DT2/1.2b 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

## DT2/1.3 Evaluate

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

\*Analyse the taste, texture, smell and appearance of a range of foods – Blind tasting

\*Follow Instructions

Join and combine a range of ingredients e.g snack foods

Measure and weigh ingredients appropriately 50gms

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

	<p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <a href="#">mechanical systems</a> in their products</p> <p>DT2/1.4c understand and use <a href="#">electrical systems</a> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>					
<p><b>Art</b></p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <a href="#">a range of materials</a></p> <p>Ar2/1.3 learn about great artists,</p>		<p><b>Ar2/1.1-1.3</b></p> <p><b>SCULPTURE</b></p> <p>To understand how to create pots using firstly the thumb to push clay and secondly to coil clay</p> <p>To cover another medium with modroc to create sculpted work (cover wire)</p>		<p><b>Ar2/1.1-1.3</b></p> <p><b>COLLAGE</b></p> <p>To explore and create silhouettes and add detail by further folding and cutting</p> <p>To work from observation</p>	

	<p>architects and designers in history.</p> <p><b>DRAWING</b></p> <p>To use a viewfinder Explore drawing the same object from different viewpoints e.g looking up and look down</p> <p><b>PAINTING</b></p> <p>Explore how to make a colour wash for backgrounds and add detail to the foreground later</p> <p>To investigate how art matches colour and feelings for example red with anger, green with envy and explore this in own work.</p> <p><b>PRINTING</b></p> <p>Explore the effects of bubble prints</p> <p>Explore the effects of marbling</p>		<p><b>CRAFT</b></p> <p>Jewellery making</p>		<p>using curling, zigzagging and fringing skills to recreate what is observed. Select, combine and arrange different materials to create pattern, texture and shape.</p> <p><b>Drawing</b></p> <p>To investigate line, colour and texture through scraffito</p> <p>To show the feeling of a person when drawing a portrait through the use of line and tone.</p> <p><b>PRINTING</b></p> <p>Use different junk materials to print</p> <p>Explore the effects of sponge and sponge roller prints.</p>	
<p><b>Music</b></p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of</p>		<p>Mu2/1.5 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>Mu2/1.6 develop an understanding of the history of music.</p> <p>Improved ability to listen to</p>		<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Listen to detail and recall sounds (e.g. Peter and Wolf</p>	

	<p>music</p> <p>Explore, create, combine and organise simple sounds in a structure. Use sounds to achieve an intended effect.</p> <p>Improvise music for different purposes using: pitch, timbre, duration, dynamics, structure and simple notation.</p> <p>Sing in an group in two parts, rounds and several parts</p> <p>Play simple pieces from short musical patterns by ear</p> <p>Play music in a group, using musical instruments with increasing accuracy and control</p> <p>Play simple pieces from short musical patterns from symbols</p>		<p>others performances and use simple musical vocabulary.</p> <p>Appreciate a wide range of high quality recorded music drawn from different traditions and from great music composers and musicians.</p>		<p>– which musical instruments are playing the characters).</p> <p>Begin to understand simple musical notations</p>	
<p><b>Physical Education</b></p>	<p><b>PE2/1.1 Sport &amp; Games</b></p> <p>PE2/1.1c <b>develop flexibility, strength, technique, control and balance</b></p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p><b>DANCE Unit 1 AUTMN 1</b></p>		<p><b>PE2/1.1 Sport &amp; Games</b></p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play <b>competitive games</b>, modified where appropriate, and apply basic principles suitable for attacking</p>		<p><b>PE2/1.1 Sport &amp; Games</b></p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their</p>	

**Children should learn to:-**

- respond to a range of stimuli
- respond imaginatively to character and narrative
- use simple motifs and movement patterns
- structure a dance with a partner
- describe and interpret dance using appropriate language

**Dance Unit 2**

Respond imaginatively to stimuli  
Work in small groups to develop movement  
Compose using a range of new devices  
Interpret and comment upon other's work.

**DANCE UNIT 3**

Explore and create movement in response to the stimulus of a game  
Display how to link movements together logically and fluently  
Perform more complex dances  
Use different partner work devices  
Work in small groups to develop movement  
Demonstrate a range of descriptive

and defending

**GAMES SPRING 1**

- To consolidate and improve their skills in a creative and problem solving situation.

-To adapt and transfer appropriate principles of play and tactics.

-to make up rules and be prepared to modify or change them.

-to cooperate and make collective decisions.

**ATHLETICS/GYM COMPETITION SPRING 2**

-to consolidate the quality and range of techniques they use for particular activities.

-to develop their ability to use simple tactics in different situations.

To know and describe the short term effects of exercise on the body.

**GYMNASTICS SPRING1**

-to rotate and roll on body parts.

-to rotate and roll in different

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

**ATHLETICS SUMMER 1**

-to consolidate and improve the quality, range and consistency of the techniques they use for specific activities.

-To develop their ability to choose and use simple tactics and strengths in different situations.

-to describe how the body reacts to different types of activity.

-to describe and evaluate the effectiveness of performance and recognise aspects that need improving.

**GAMES SUMMER 1**

-to consolidate skills and improve technique.

-to receive a ball from one direction and strike in into or field it from another direction

-to develop simple tactics

	<p>language when talking about dancing</p> <p><b><u>GYMNASTICS AUTUMN 2</u></b></p> <p>to move into and from specific planned balances with an awareness of change of front to identify and use planned variations in direction create a sequence with a partner on floor and apparatus to show changes of front and direction. Observe and describe the movements of others using appropriate language.</p> <p><b><u>GAMES AUTUMN 2</u></b></p> <p>To develop the range and consistency of their skills in the games played</p> <p>To play small invasion games using a variety of formations</p> <p>To understand, use and adapt simple tactics To play to the rules</p>		<p>directions showing different shapes sizes and speed.</p> <p>-to create a sequence with a partner on floor and apparatus using a variety of movements.</p> <p>-to observe the work of others and make judgements against given criteria</p>		<p>in a game activity. -to understand what makes up god technique. -To know and describe the short term effects of exercise o the body. Use running, jumping, throwing and catching in isolation and in combination.</p> <p>ORIENTEERING SUMMER2</p> <p>ATHELTICS –SUMMER 2, PREP FOR SPORTS DAY</p>	
<p>French</p>	<p><b>FL2/1.1 Listening</b></p>		<p><b>FL2/1.3 Reading &amp;</b></p>		<p><b>FL2/1.4</b></p>	

## **& Comprehension**

FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

## **FL2/1.2 Speaking**

FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures

FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

FL2/1.2d present ideas and information orally to a range of audiences\*

## **Comprehension**

FL2/1.3a read carefully and show understanding of words, phrases and simple writing

FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## **Writing**

FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.4b describe people, places, things and actions orally\* and in writing

FL2/1.4d understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<p>RE</p>	<p><b>Local Anglican Paris church</b>          -Describe some features of a church using the appropriate religious words          -begin to make links with other religious buildings and places of worship.          -compare the places that are important for me with places that are important for Christians.          -Use religious words and phrases to identify how Christians show their religious beliefs through symbols.          -Label a picture/model showing the main features of a church.          Explain different things that are involved in belonging to Christianity.          Jesus' Baptism and beginning of his Ministry  <b>Jesus' Baptism and beginning of his Ministry</b>          -Describe how the Bible story of Jesus' baptism is expressed in art          -Make basic links between Christian beliefs and symbols.          -Recognise my own values and those of others in matters of right and wrong.          -Describe how beliefs about the good use of power are shown in the story of Jesus' temptations.          -Link things that are important to me with the way I think and behave.</p>		<p><b>Hindu Gods and Goddesses, stories and Festivals</b>          -give thoughtful answers to questions about my own experiences and feelings and those of other people          -identify things that are important in different religions          -identify religious objects and symbols          -describe different ways in which religious beliefs are expressed, through symbols and artefacts          -describe different ways in which religious beliefs are expressed through symbols and artefacts          -retell religious stories          -describe ways in which religious beliefs are expressed through stories          -use the correct religious words to describe some important features of different religions, identify things that are the same and things that are different -</p>		<p><b>Muhammad and the Qur'an</b>          -retell religious stories          -describe different ways in which religious beliefs are expressed through stories          -say how the lives of religious people are affected by their religion          -compare some of the things that influence me with those that influence other people          -describe what inspires and influences me, and what inspires and influences others          -describe different ways in which religious beliefs are expressed          -identify holy books (the Qur'an)          -give simple explanations of the way Muslim's lives are affected by their beliefs          -describe ways in which religious beliefs are</p>	
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	<p>Retell the story of Jesus choosing his first disciples.</p> <ul style="list-style-type: none"> <li>-Identify the story as a Bible (New Testament) story.</li> <li>-Make links between the duties of the disciples and the people chosen by Jesus.</li> <li>-Respond sensitively to the experiences of the fishermen chosen to be disciples.</li> </ul>		<p>identify some of the things that are similar for people who belong to different religions. -describe different ways in which religious beliefs are expressed, e.g. through festivals</p> <ul style="list-style-type: none"> <li>-describe some similarities and differences between religions.</li> </ul> <p><b>Budhism</b></p> <ul style="list-style-type: none"> <li>-identify religious objects and symbols.</li> <li>-describe different ways in which religious beliefs are expressed through symbols and artefacts.</li> <li>-retell the story about the life of the Buddha</li> <li>-identify religious objects and symbols</li> <li>-compare some of the things that influence me with those that influence other people</li> <li>-link things that are important to me with the way I think and behave</li> <li>-identify things that are important in (different)</li> </ul>		<p>expressed (calligraphy etc)</p> <p><b>Judaism - Journey to the promised land</b></p> <ul style="list-style-type: none"> <li>ask questions about my own experiences and feelings and those of other people</li> <li>-describe how Jewish belief that God protected the Israelites in the wilderness is expressed through the story of Moses</li> <li>-describe how Jewish beliefs about God are expressed through the story and rituals of Sukkot</li> <li>-make links between my feelings and the feelings of the Israelites and express these in poetry - link values that are important to me with keeping class and national rules</li> <li>-describe how religious rules for Jews (and</li> </ul>	
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			<p>religions</p> <ul style="list-style-type: none"><li>-say how the lives of religious people are affected by their religion</li><li>-identify religious festivals</li><li>-describe how some religious beliefs, practices and stories are linked</li><li>-make links between sources, practices, beliefs, ideas, feelings and experiences</li></ul>		<p>Christians) are found in the Ten Commandments</p> <ul style="list-style-type: none"><li>-describe how the lives of the Israelites were changed by their experiences and by their religious beliefs</li><li>-raise questions and suggest answers to questions of morality</li><li>-describe why the story of the Exodus is important for Jews today</li></ul>	