

| Year 4   |   |  |   |  |   |
|--|---|--|---|--|---|
| Module 1   | Module 2  | Module 3   | Module 4  | Module 5   | Module 6  |
| Countries and Continents   | Volcanoes   | Ancient Egypt  | Ancient Greece  | Habitats   | Richard III   |
| <p>Science 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, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Geography-</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Geography 187</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> |   |  |   |  |   |
| <p><b>Science – Animals</b><br/>Describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>ICT – we are software developers</b></p> <p><b>Geography –</b> Locate the world’s countries, using maps to focus on Europe concentrating on their key physical and human characteristics, countries and major.</p> <p>Use map and atlases to locate places and countries and describe features studied.</p> <p>Use grid references, symbols</p>  | <p><b>Science – States of Matter</b><br/>Compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>DT – Focus: Cooking - Festival food</b><br/>Understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range</li> </ul> | <p><b>Science- Sound</b><br/>Identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>ICT – we are musicians</b></p> <p><b>History – Ancient Egypt</b><br/><b>Key Question: What happened to the boy behind the golden mask?</b><br/>What a Pharaoh was and the role they played in</p> | <p><b>Science- Continue states of matter from M2.</b><br/>States of Matter<br/>Compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>DT – Focus: Textiles – Stitch a phone pouch</b><br/>2D shape to 3D product<br/>See DT scheme of work</p> <p><b>ICT – we are HTML editors</b></p> <p><b>History – Ancient Greece</b><br/><b>Key Question: How did the Ancient Greeks influence</b></p> | <p><b>Science- All living things and their habitats</b><br/>Recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>ICT – we are co-authors</b></p> <p><b>Geography –</b> Why are Jungles so wet and deserts so dry?<br/>Locate the world’s countries, using maps with focus on South America.<br/>Look at the world’s weather and climate, focusing on South America.<br/>Look at graphs comparing countries yearly rainfall and</p> | <p><b>Science -Electricity</b><br/>Identify common appliances that run on electricity</p> <ul style="list-style-type: none"> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ 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</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>DT – Focus: Electrical systems. Make a night light.</b><br/>Simple circuits and switches</p> |

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| <p>and a key to build their knowledge of the UK and wider world.</p> <p>Describe and explain the key aspects of physical and human geography.</p> <p><u>Art</u> – collage - Hannah Hoch<br/>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><u>Music</u> – Singing (Diosing)</p> <p><u>PE</u> – Net and Wall Games<br/>Volleyball/Badminton<br/>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending<br/>use running, jumping, throwing and catching in isolation and in combination<br/>develop flexibility, strength, technique, control and balance [for example,</p> | <p>of cooking techniques</p> <ul style="list-style-type: none"> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>ICT</u> – we are toy designers</p> <p><u>Geography</u> – Volcanoes<br/>Name and locate, and know key topographical features of volcanoes, and use patterns; and understand how some of these aspects have changed over time<br/>Describe and understand key aspects of volcanoes</p> <p><u>Music</u> – Singing (Diosing)</p> <p><u>PE</u> – Gymnastics<br/>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br/>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>PSHE</u> – Celebrating Difference</p> <p><u>RE</u> – How did the World come into being? Why should we care what happens to it now? (Creation/prayer) (see Leicester agreed syllabus for objective)</p> <p><u>MFL</u> – See Scheme of work</p> | <p>Ancient Egyptian society</p> <p>Who Howard Carter was and his work as an archaeologist</p> <p>The significance of the discovery of the tomb of Tutankhamun in 1922</p> <p>The range of artefacts that the tomb contained</p> <p>What these artefacts suggest about the life and beliefs of Pharaohs</p> <p>The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma’at and some religious ceremonies carried out.</p> <p>When Tutankhamun became Pharaoh and when he died</p> <p>Why the cause of Tutankhamun’s death remains a mystery</p> <p>What the possible causes of his death may have been based on the evidence available</p> <p><u>Art</u> – Modelling using clay – Scarab beetles<br/>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and</li> </ul> | <p><b>modern day life?</b></p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>A look at society and the difference between slaves, nobles as well as women and men.</p> <p><u>Music</u> – Singing (Diosing)</p> <p><u>PE</u> – Invasion Games<br/>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending<br/>Use running, jumping, throwing and catching in isolation and in combination</p> <p><u>PSHE</u> – Going for goals</p> <p><u>RE</u> – How does a Christian follow Jesus? (see Leicester agreed syllabus for objective)</p> <p><u>MFL</u> – See Scheme of work</p> | <p>temperature.</p> <p>Look at the Amazon rainforest yearly rainfall and temperature.</p> <p>Look at the yearly rainfall and temperature of Arica, Chile.</p> <p><u>Music</u> – Singing (Diosing)</p> <p><u>PE</u> – Dance<br/>Perform dances using a range of movement patterns<br/>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Art</u> – Portrait (Looking at Local Artist Nick Fear)<br/>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><u>PSHE</u> – Relationships</p> <p><u>MFL</u> – See Scheme of work</p> | <p><u>See DT Scheme of work</u></p> <p><u>ICT</u> – we are meteorologists</p> <p><u>History</u> – Local study</p> <p><b>Key Question: Was Richard III good or bad?</b></p> <p>Discover who Richard III was and learn about his early life.</p> <p>Learn the history of how Richard III became king.</p> <p>Explore ideas around what happened to his nephews.</p> <p>Learn about his final journey through Leicester and the Battle of Bosworth.</p> <p>Discover more information about how his body was found in the centre of Leicester and the Science behind how it was confirmed.</p> <p><u>Art</u> – Portrait (Of Richard III)<br/>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><u>Music</u> – Singing (Diosing)</p> <p><u>PE</u> – Athletics<br/>Develop flexibility, strength,</p> |

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| through athletics and gymnastics]<br>PSHE – Being Me in the World<br>MFL – See Scheme of work |    |           |         | sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul> Music – Singing (Diosing) |     |                |    |          |    | technique, control and balance [for example, through athletics and gymnastics]<br>Use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team<br>PSHE – Changing Me<br>RE – What does light mean? What does dark mean? (see Leicester agreed syllabus for objective)<br>MFL – See Scheme of work |  |
| Science   | DT | ICT       | History | Geography  | Art | Music          | PE | PSHE     | RE |   |  |