

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
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. Geography- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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 Geography 187 ▪ 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.					
Science – Animals 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. Computing – Computing systems and networks -The internet Connected World – Online Reputation Geography – Locate the world’s countries, using maps to focus on Europe concentrating on their key physical and human characteristics, countries and major.	Science – States of Matter 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. DT – Focus: Cooking - Festival food Understand and apply the principles of a healthy and varied diet ▪ prepare and cook a	Science- Sound 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. Computing – Programming A - Repetition in shapes Connected World -Privacy and Security	Science- Continue states of matter from M2. States of Matter 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. DT – Focus: Textiles – Stitch a phone pouch 2D shape to 3D product See DT scheme of work Computing – Data and Information - Data logging	Science- All living things and their habitats 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. Computing – Creating Media - Photo editing Connected World – Health, Well-being and Lifestyle Geography – Why are Jungles so wet and deserts so dry? Locate the world’s countries, using maps with	Science -Electricity 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. DT – Focus: Electrical

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Use map and atlases to locate places and countries and describe features studied. Use grid references, symbols and a key to build their knowledge of the UK and wider world. Describe and explain the key aspects of physical and human geography. Art – Making a mask (wolf) To create a wolf mask by sculpted recycled card. ▪ 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] Music – Singing (Diosing) PE – Football PSHE – My Heathy Self: How can I make healthy choices? (Kapow scheme of work) RE – Pilgrimages – What is a pilgrimage? What do some religions understand about pilgrimages? Are pilgrimages only for religious reasons? (LCC Agreed Syllabus) MFL – French – See French SoW Unit 1 – Myself (1)	variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Computing – Creating Media - Audio production Connected World – Self Image and Identity Geography – Volcanoes Name and locate, and know key topographical features of volcanoes, and use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of volcanoes Music – Singing (Diosing) PE – Gymnastics PSHE – Connecting with OtherS: How can we respect eachother? (Kapow scheme of work) RE – Pilgrimages – What is a pilgrimage? What do some religions understand about pilgrimages? Are pilgrimages only for religious reasons? (LCC Agreed Syllabus) MFL – see French SoW Unit 2 – Myself (2)	History – Ancient Egypt Key Question: What happened to the boy behind the golden mask? - What a Pharaoh was and the role they played in Ancient Egyptian society - Who Howard Carter was and his work as an archaeologist - The significance of the discovery of the tomb of Tutankhamun in 1922 - The range of artefacts that the tomb contained - What these artefacts suggest about the life and beliefs of Pharaohs - When Tutankhamun became Pharaoh and when he died - Why the cause of Tutankhamun's death remains a mystery - What the possible causes of his death may have been based on the evidence available Art – Modelling using clay – Scarab beetles To create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including	Connected World – Managing Online Information History – Ancient Greece Key Question: Who were the Ancient Greeks? A study of Greek life and achievements and their influence on the western world such as the Olympics. The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. A look at society and the difference between slaves, nobles as well as women and men including the difference between the states of Athens and Sparta. A look at some of the Gods the Ancient Greeks worshiped. Understanding the story of the trojan horse and what it might tell us about the Greeks. Music – Singing (Diosing) PE – Gymnastics PSHE – Citizenship: How can I spend money responsibly? (Kapow scheme of work) RE – Which religious and worldviews do we have in our community? (LCC Agreed Syllabus) MFL – see French SoW Unit 4 – Food and animals	focus on South America. Look at the world's weather and climate, focusing on South America. Look at graphs comparing countries yearly rainfall and temperature. Look at the Amazon rainforest yearly rainfall and temperature. Look at the yearly rainfall and temperature of Arica, Chile. Music – Singing (Diosing) PE – Hockey Art – Portrait (Looking at Local Artist Nick Fear) To create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history. PSHE – GrowingUp: How will my body and emotions change as I grow up? (Kapow scheme of work) RE – School Designed Unit-festivals (LCC Agreed Syllabus)	systems. Make a night light. Simple circuits and switches See DT Scheme of work Computing – Programming B - Repetition in games Connected World – Online Relationships History – Local study Key Question: Was Richard III good or bad? Discover who Richard III was and learn about his early life. Learn the history of how Richard III became king. Explore ideas around what happened to his nephews. Learn about his final journey through Leicester and the Battle of Bosworth. Discover more information about how his body was found in the centre of Leicester and the Science behind how it was confirmed. Art – Portrait (Of Richard III) To create sketch books to record their observations and use them to review and revisit ideas 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]

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				drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. <u>Music</u> – Singing (Diosing) <u>PE</u> – Dance <u>PSHE</u> – The Online World: How can we decide what to trust online? (Kapow scheme of work) <u>RE</u> – Which religious and worldviews do we have in our community? (LCC Agreed Syllabus) <u>MFL</u> – <u>French</u> – see French SoW Unit 3 - School				<u>MFL</u> – see French SoW Unit 5 – The World around me; sports and hobbies	
								▪ about great artists, architects and designers in history. <u>Music</u> – Singing (Diosing) <u>PE</u> – Athletics <u>PSHE</u> – Staying Safe: What signs help me recognise what is safe and what is unsafe? (Kapow scheme of work) <u>RE</u> – School Designed Unit-festivals (LCC Agreed Syllabus) <u>MFL</u> – see French SoW Unit 6 – My House	
Science	DT	ICT		History	Geography	Art		Music	PE
								PSHE	RE