|  |  |  |  |
| --- | --- | --- | --- |
| Year 4 | | 1st Half Term | 2nd Half Term |
| Theme/Topic title | | Animal Magic | People Posters Peace |
| Educational visits/Visitors | | Mr Mitchell – Habitats and team building session | Armed Forces Visitor |
| Hook | | Roald Dahl day | Visit from soldier to answer questions on army life |
| Texts | | Fantastic Mr Fox | Stay Where You Are and Then Leave  War Games |
| English | Fiction focus | Narrative  Fables | Narrative  Letter writing |
| Non-fiction focus | Information texts (on foxes) topic books | Information WW1 (topic books) |
| Poetry | Animal poetry (Guided Reading) | Flanders Fields |
| Mathematics | Content overview | * Number and place value * Addition and subtraction * Counting and comparing * Properties of shapes * Addition and subtraction * Multiplication and division |  |
| Science | Focus | Living things and their habitats | States of Matter |
| Content overview  N.C. P.O.S. | * 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 * Construct and interpret a variety of food chains, identifying producers, predators and prey | * 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 |
| Cornerstones Investigation | Will chemicals in the water affect living moss ball? | How long will it take for an ice cube to change its state?  How to make melting snowmen biscuits. |
| Computing | Focus | DIGITAL LITERACY AND ONLINE TECHNOLOGIES: Think!  Making sense of online content | PROGRAMMING: Explore!  Create a Visual Display / Physical Model |
| N.C. subject content | * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| Online safety message | Being SMART on-line | Why is it not a good idea to give out personal information online? |
| Geography | Focus | Where do foxes live?  Looking at maps of England identifying woodlands, cities and coastal areas | Locate the countries of the different allies on a map |
| N.C. subject content | * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features   (including hills, mountains, coasts and rivers), and land-use patterns   * Understand how some of these aspects have changed over time | * 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 |
| History | Focus |  | ‘World War 1’ western front and home front |
| N.C. subject content |  | * Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * Study a significant turning point in British history |
| Physical education | Content overview | Tennis | Gymnastics |
| N.C. subject content | * Use running, jumping, throwing and catching in isolation and in combination * 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 | * Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) * Compare performances with previous ones and demonstrate improvement to achieve a personal best |
| Art and design | Focus | Animal Pictures | Display of poppies for Remembrance Day |
| N.C. subject content | * Create sketch books to record observations and to review and revisit ideas * Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * Learn about the lives of great artists, architects and designers in history | * Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials |
| Design and technology | Focus | Design and make a worry doll  Cooking linked to Roald Dahl Day |  |
| N.C. subject content | * 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 |  |
| Music | Focus | Saint-Saens Carnival of the Animals  Composing own animal compositions | Archie Dobson’s War |
| N.C. subject content | * Appreciate and understand a wide range of high-quality recorded music drawn from great composers * Improvise and compose music for a range of purposes using the inter-related dimensions of music | * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| PSHE | | Bullying | Protective Behaviours |
| French | | Greetings in different languages | Les animaux |
| R.E. | |  | Key question: Why do people pray? |
| Cross curricular links | English | Kenning week one  Letter week one (getting to know you)  Poster in science | Diary entry in topic  Chronological report topic |
| Maths | Perimeter in topic | Data in topic  reading scales in Science |
| Other | Animal compositions (music) |  |