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| Year 4 | | 1st Half Term | 2nd Half Term |
| Theme/Topic title | | Mighty Mountains | Vicious Vikings |
| Educational visits/Visitors | | N/A | Viking Day |
| Hook | | visit to a climbing wall | Viking Day |
| Texts | | Fire on the Mountain  Cliffhanger  First to the Top  King of the Cloud Forests | How to Train Your Dragon  Myths- Thor and Mjolnir |
| English | Fiction focus | Fire on the Mountain  King of the Cloud Forests | How to Train your Dragon |
| Non-fiction focus | Biography of Sir Edmund Hillary  First to the Top | Various books on Vikings |
| Poetry | The Eagle | N/A |
| Mathematics | Content overview | Tenths and hundredths – fractions and decimals  Adding and subtracting decimals  Classifying 2-D shapes  Identifying lines of symmetry  Recalling and using x and division facts 6x, 7x, 8x and 9x tables  Dividing by 10 / 100  Time – analogue and digital including 24 hour clock  Converting between units of time | Recall multiplication facts (6,7,9,10,11,12)  Use knowledge of factor pairs when multiplying and dividing mentally including 3 numbers together.  Division  Coordinates |
| Science | Focus | Continuation of States of Matter  The Water Cycle | Sound |
| Content overview  N.C. P.O.S. | * 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. | * 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 |
| Cornerstones Investigation | Viscosity investigation | How can we change sound?  How far can sound travel? |
| Computing | Focus | Spreadsheets (mountain expendition) | Scratch (computer programming) |
| N.C. subject content | * 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 | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * 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 |
| Online safety message | understand a range of ways to use technology safely | recognise inappropriate content, contact and conduct, and know how to report concerns |
| Geography | Focus | |  | | --- | | Features of mountains | |  | | Europe |
| N.C. subject content | * describe and understand key aspects of physical geography including mountains | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| History | Focus | not applicable | Vikings Era |
| N.C. subject content |  | * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Physical education | Content overview | swimming | swimming |
| N.C. subject content | * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) * perform safe self-rescue in different water-based situations | * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) * perform safe self-rescue in different water-based situations |
| Art and design | Focus | Landscape Artists | Viking portraits  Viking purse with attached  Rune art |
| N.C. subject content | * about great artists * to improve their mastery of art and design techniques, including drawing, | * about great artists * to improve their mastery of art and design techniques, including drawing, |
| Design and technology | Focus | Flapjack | Design a dragon head |
| N.C. subject content | * 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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | * generate, develop, model and communicate their ideas through discussion, annotated sketches * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Music | Focus | In the Hall of the Mountain King - Grieg | Viking Rock  You can’t forget about the Vikings  Dragon ships |
| N.C. subject content | * appreciate and understand a wide range of music drawn from great composers and musicians * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| PSHE |  | 3D PSHE  Collaboration (3 lessons)  Similarities and differences (4 lessons) |  |
| French | Rigolo unit |  | La Famille and writing to an agreed French school (pen pal) |
| R.E. | |  | Key question:  What do different people think about God?  Christians- Explore the terms God is love, the father light and the creator.  Muslims-Explore 99 Beautiful names for Allah.  Hindu- Explore creator, persevered, destroyer. |
| Cross curricular links | English | Explanation of the water cycle | Electricity and interpreting data |
| Maths | Reading scales, including negative numbers | Co-ordinates of dragons |
| Other |  |  |