

## Year 4

	Areas of Learning	To be taught across the year (refer to "Milestones")
Autumn	<b>Suggested Topic: Homes and Settlements</b>	<p><b>Art</b> Create sketch books Painting Collage Sculpture Drawing Printing Textiles Digital Media Great artists, architects and designers in history</p> <p><b>D&amp;T</b> Practical skills using a variety of tools and equipment ICT to generate, develop, model and communicate ideas DME (Design/Make/Evaluate) Inspirations Work in a range of contexts Use IT to program, monitor and control products</p> <p><b>Music</b> Play and Perform Improvise and Compose Aural memory Staff and other musical notations Transcribe Describe Music from different traditions Great composers and musicians History of music</p> <p><b>MFL</b> Listen, join in and respond Explore patterns and sounds</p>
	<p><b>Science - Sound/States of Matter</b> 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. 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.</p>	
	<p><b>History</b> The history of homes and settlements covering <b>Stone Age to Iron Age</b>.</p>	
	<p><b>D&amp;T - Structures</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	
	<p><b>Geography</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. Describe and understand key aspects of physical and human geography.</p>	
Spring	<b>Suggested Topic: Invasions and Battles</b>	
	<p><b>Science - Living Things and their Habitats</b> 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.</p>	
	<p><b>History</b> Britain's settlement by <b>Anglo-Saxons and Scots</b> including resistance by <b>Alfred the Great and Athelstan</b>, first king of England.</p>	

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	<p><b><u>Geography</u></b>          Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.          Describe and understand key aspects of physical and human geography.          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          Use the eight points of the compass, symbols and key to build knowledge of the UK.</p>	<p>Engage in conversation          Speak in sentences          Pronunciation and intonation          Present ideas and information orally          Read and show understanding          Stories, songs, poems and rhymes          Develop vocabulary          Write and adapt          Describe people, places and things</p>
Summer	<p><b>Suggested Topic: Rich and Poor</b></p>	
	<p><b><u>Science - Animals Including Humans/Electricity</u></b>          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          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.</p>	<p><b><u>P.E.</u></b>          Games          Dance          Gymnastics          Athletics          Swimming and water safety          Outdoor and adventurous activity</p>
	<p><b><u>History</u></b>          A study of an aspect or theme in <b>British</b> history that extends pupils' chronological knowledge beyond 1066. [Changes in an aspect of social history from the Anglo-Saxons to the present.]</p>	<p><b><u>Computing (ICT)</u></b>          Design, write and debug programs          Sequence, selection and repetition in programs          Explain simple algorithms          Understand computer networks          Use search technologies          Select, use and combine software          Use digital devices to design and create programs          Safe use of technology</p>
	<p><b><u>D&amp;T - Cooking and Nutrition/Electrical Systems</u></b>          Understand and apply the principles of a healthy diet.          Prepare and cook a 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.          Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p><b>NB - Computing must be taught and used as an integral part of all areas of the curriculum.</b></p>
	<p><b><u>Geography</u></b>          Describe and understand key aspects of physical and human geography.</p>	