

Year 4 Coverage.

SCIENCE

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.

Animals including humans.

- 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.

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.

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.

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.

HISTORY

Topics

- Anglo Saxons and Scots.
- Romans.

NC Links

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

GEOGRAPHY

Topics

- 8 compass Points
- 4/6 figure grid references
- Naming countries in Europe -recognising flags
- Regional comparison
- Compare and contrast a region in the UK to a region in Europe.
- Local hilly area with a flat one or under sea level.
- Rivers
- Water Cycle

NC Links...

- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,
- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

RE

Topics

- What faiths make up our community and how can we ensure that everyone belongs?
- Who can inspire us?
- How are important events remembered in ceremonies?
- What words of wisdom can guide us?

NC Links...

ART

Topics

Weaving - Ruth Issett
Sculpture - Pablo Picasso
Textiles - Henry Matisse

NC Links...

DT

Topics

Mechanisms
Cooking
Textiles

NC Links...

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and

	linkages]
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<u>COMPUTING</u>	
<u>Topics</u> We are toy designers. Meteorologist. E-Safety. Scratch.	<u>NC Links...</u> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • 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

<u>PE</u>	
<u>Topics</u> A wide variety of indoor and outdoor sporting activities including Gym and Dance, Netball, Football and Cricket.	<u>NC Links...</u> <ul style="list-style-type: none"> • 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] • perform dances using a range of movement patterns