

ST MEWAN Yearly Planning Overview

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Skills	<p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing. 					
SCIENCE Content	<p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> ♣ 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>Electricity</p> <p>identify common appliances that run on electricity</p> <ul style="list-style-type: none"> ♣ 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>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Animals including humans (digestion)</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Living things and their habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> ♣ 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>Science in the News</p>

<p>History Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrast and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should contrast informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary - AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday</p>		
<p>HISTORY</p>	<p>A Non- European society that provides contrasts with British history-Aztec civilisation c AD1400 Peru / South America</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- The changing power of monarchs Tudors – Richard 3rd – Henry 7th – Henry 8th – Elizabeth 1st</p>	<p>Britain – Britain’s settlement by Anglo-Saxons and Scots</p>
<p>Geography KS2 Skills</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> ♣ 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 technology 		

<p>GEOGRAPHY</p>	<p>South America</p> <p>Locate the World's countries, using maps to focus on Europe, N and S America, 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</p>	<p>Contrasting UK Locality</p> <p>Understand geographical similarities and differences through the study of a region in the UK (not London) – focus on human and physical geography</p> <p>(Contrasting locality to Cornwall e.g. a holiday location, mountainous areas in Scotland or Wales, city – Birmingham, Manchester etc)</p>			<p>Seashore</p> <p>Use fieldwork to observe, measure and record the human and physical features in a local habitat. Including sketch maps, plans, graphs and digital technologies. Human impact on the seas.</p>	<p>Global News – link to Science</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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DT Skills	<p>♣ 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</p>					
	<p>Textiles – design, make and evaluate a satchel for Paddington bear. Research bag styles and evaluate. Create multiple designs and evaluate. Create prototype from paper. Investigate materials for suitability. Practise skills ie. Cutting, sewing, stitch types, sewing, fastenings, embellishments, measuring. Create product using evaluations. Evaluate success and changes you would make.</p> <ul style="list-style-type: none"> 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 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 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 		<p>DT Food - Growing salad – looking at seasonality – why are carrots orange/purple</p> <ul style="list-style-type: none"> investigate seasonal foods and the introduction of foods to the UK <ul style="list-style-type: none"> Plant and grow seasonal products Investigate different salad products available to buy. <ul style="list-style-type: none"> Taste and evaluate. Skills – cutting, grating, washing, food hygiene, hygiene, nutrition. <ul style="list-style-type: none"> Design own salad including evaluations previously completed Create and evaluate salads. Taste and evaluate others work. 		<p>Electricity and construction - electric guillotine: Investigate electricity as an invention and appliances in DT and how it has developed as an industry. Look at inventors.</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and mot understand how key events and individuals in design and technology have helped shape the world Technical knowledge 	
ICT For detailed progression see ICT progression document	E safety/Digital Literacy	Multi-media Text presentation – Book creator	Searching online/Online communication	Data bases	Coding	Stop Go animation Film trailer – linked to Literacy

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ART	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ 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.</p> <p style="text-align: center;">• Use the progression skills as a focus.</p>					
	<p style="text-align: center;">Textiles</p> <p>Beatrice Milhazes art –collage and printing on fabric.</p> <p>Use a wider variety of stitches</p> <ul style="list-style-type: none"> – observation and design of textural art – experimenting with creating mood, feeling, movement – compare different fabrics 	<p style="text-align: center;">Sculpture/Form</p> <p>Mayan Masks –</p> <p>Day of the dead sculptures – to be sold as a costume.</p> <p>Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors</p> <ul style="list-style-type: none"> – analyse and interpret natural and manmade forms of construction 	<p style="text-align: center;">Colour and Drawing</p> <p>Portraits – Hans Holbein, self-portraits, proportions, symbolism in portraits through sketching, painting and pastels.</p> <p style="text-align: center;">Colour</p> <p>colour mixing and matching; tint, tone, shade</p> <ul style="list-style-type: none"> – - observe colours – - suitable equipment for the task – - colour to reflect mood <p style="text-align: center;">Drawing</p> <p>Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings</p>		<p style="text-align: center;">Pattern and Printing</p> <p>British art through the ages – traditional artists, pop art and modern art.</p> <p>Printing - combining prints – design prints</p> <ul style="list-style-type: none"> – make connections – discuss and evaluate own work and that of others <p style="text-align: center;">Pattern</p> <p>Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes</p>	
MUSIC For detailed progression see music progression document	<p>Charanga Mamma Mia</p>	<p>Charanga Stop!</p>	<p>Charanga Glockenspiel stage 2</p>	<p>Charanga Blackbird</p>	<p>Charanga Lean on Me</p>	<p>Charanga Reflect, rewind and replay</p>

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<p style="text-align: center;">PE</p>	<p>Hockey – We are learning to: - dribble the ball travelling in different directions keeping the ball under control. - accurately pass and receive the ball when travelling. - move into a space with the ball under control - put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. - involve teammates, running into space controlling and passing the ball accurately</p>	<p>Football – We are learning to: -use both feet to control the ball whilst moving, including changing direction - pass the ball accurately and receive the ball keeping it under control, using all parts of my foot, whilst on the move - pass the ball accurately to team mates using different parts of my foot over short and long distances. -receive the ball and control it close to my body - tackle with speed and precision and make effective decisions whilst in possession of the ball - show good awareness of space and others around me and use the ball wisely in different situations - vary tactics and adapt in response to the situation in the game</p>	<p>Basketball – We are learning to: -avoid a defender when dribbling a basketball - attack an opponent by knocking the ball from their hand. - apply the chest pass in combination with dribbling - use most of the features of the 'top tips' - avoid a defender when dribbling a basketball and use the ball with accuracy when passing and shooting in a game of 5v5 basketball.</p>	<p>Tennis We are learning to: -control an object (bean bag) on a racket both when stationary and moving. - pass an object to a partner using the racket - hit a ball in a given direction with a level of accuracy. - aim a ball at a given target</p>	<p>Athletics – We are learning to: -sustain my sprint with good arm/leg drive for 60m. - run and pass the baton in the right hand without slowing down. - take off with one foot and land with either one or two feet with increasing distance. - jump with increasing distance and coordination in a variety of jumps.</p>	<p>Athletics – We are learning to: - throw over arm accurately towards a target. -throw over arm accurately towards a target. - apply these skills during our lower KS2 Sports Day</p>
	<p>Gym – We are learning to: - take off and land when jumping in 5 different ways and link 2 jumps with a travelling movement with control and good body tension. - perform a sequence of 7 actions including two different jumps and different travelling actions with good body tension. - link jumps with sideways rolls with quality and body tension and can evaluate my own performance and those of others - perform a safe forward roll and link a jump, roll and balance together neatly on the floor and apparatus -teach my sequence to someone and perform it together</p>		<p>Swimming We are learning to: - continue to build towards being able to swim competently, confidently and proficiently. -use a range of strokes effectively</p>	<p>Dance We are learning to: -develop and perform a dance sequence which includes action, reaction and canon. -perform a dance sequence in a pair to include travel movements and changes in speed. - perform as a duet or whole class, including; canon, unison, slow motion and fast forward moves. - perform a sequence of moves, which include body-percussion, dance actions and some dynamic moves. - perform a longer sequence of moves. I can describe in detail my own and others' work and explain clearly how it could be improved.</p>	<p>OAA – (All year) We are learning to: -explore and navigate outdoor terrain during school camp and our whole school Outdoor adventure day. -continue to improve our orienteering skills and use of maps within our Geography learning.</p>	<p>Striking & Fielding – We are learning to: - accurately throw a ball at a target and receive a ball with one and two hands - hit the ball accurately in a range of directions and varied distance. - strike a moving ball accurately into open space. - stop a ball in the air or ground consistently and return with speed accurately back to the bowler. - hit the ball accurately into open space to enable maximum runs.</p>

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<p>RE By Y4 pupils will have studied Christianity, Hinduism and Judaism Children should be encouraged to compare with new learning</p> <p>New RE curriculum to be launched in Feb 2019</p>	<p>Disciples reflect on what it means to belong to a faith community, communicating their own and others' responses respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways Children should develop an understanding of the commitment of the disciples and the reasons for this commitment. Study of the stories involving the disciples Christian principles of forgiveness - Judas</p>		<p>Truro Cathedral comparison of Christian worship</p> <p>identify and begin to describe the similarities and differences within and between religions</p>	<p>Cornish Rebellion – prayer book</p>	<p>Introducing Muslims</p>	<p>Going on Hajj</p>
<p>PSHE & Citizenship</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p>					
	<p>Caring, helpfulness and co-operation</p>	<p>Courage and kindness</p>	<p>Cleanliness, fairness and friendliness</p>	<p>Patience and respect</p>	<p>Courtesy, forgiveness and determination</p>	<p>Gratitude and honesty</p>
<p>MFL</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Listen attentively to spoken language and show understanding by joining in and responding</p>					

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	<p>Traditional tales in French and English.</p> <p>Family members, pets, rooms, size comparisons</p> <p>NC: engage in conversations; ask and answer questions; express opinions and respond to those of others;</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences</p>	<p>Preparons le Noel – numbers, prepositions and Christmas</p> <p>NC: describe people, places, things and actions orally and in writing</p> <p>Link the spelling, sound and meaning of words</p> <p>Feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>Tudor cross curricular project.</p> <p>French ordinal numbers</p> <p>NC: Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences</p>	<p>French alphabet and dictionary work. Easter in France</p> <p>NC:</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Les habitats</p> <p>NC:</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>Present ideas and information orally to a range of audiences</p> <p>Create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>	
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