

MILNTHORPE PRIMARY SCHOOL YEARLY PLAN

Year 4



CURRICULUM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>Cultural Texts Myths & Legends (a variety of short reads)</p> <p>Hanuman (Jendresen & Greene)</p> <p>F Wanted Poster</p> <p>NF Report Writing - Scientific Enquiry write up. (Non Fiction) Curriculum Link to Science.</p>	<p>Non-Linear time The Firework Maker's Daughter (Philip Pullman)</p> <p>F Write a missing Chapter (characterisation, Setting 3rd person, powerful description).</p> <p>NF Letter writing / recount – thank you to Robinwood describing favourite activities.</p> <p>Poetry Kennings</p>	<p>Archaic Language The Lion, the witch and the wardrobe (Lewis)</p> <p>F First person narrative focusing on settings / poetry.</p>	<p>Figurative/Symbolic Texts Poetry Lost Words (MacFarlane) – Weasel</p> <p>F Acrostic poem and narrative writing.</p> <p>NF Persuasion – Roman Empire: Good or bad for Britain / Roman Baths leaflet Curriculum Link to History.</p>	<p>Narratively Complex Max and the Millions (Montgomery)</p> <p>F Autobiographical account reflecting a theme</p> <p>NF Diary entry – Life in a Victorian Prison. Curriculum links to History.</p>	<p>Resistant Texts Lost Thing (Shaun Tan)</p> <p>F Script writing / Persuasion / Direct Speech with added detail for cohesion.</p> <p>NF Discussion – Letter re: Deforestation. Curriculum links to Science.</p> <p>Poetry (William Wordsworth - Daffodils) Poet appreciation, recital and free verse write.</p>

<p>SCIENCE</p>	<p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Electricity</p> <p>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</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p>Animals, including humans</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>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>	<p>Living things and their habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>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>MFL</p>	<p>All Around Town</p> <p>Developing intercultural understanding through the introduction of the sights of some typical French Cities – describing places in a town, counting to 100 and giving addresses in French.</p>	<p>On the Move</p> <p>Developing conversational skills via some new topics: transport, direction and movement. Also, learning to conjugate the high-frequency verb ‘to go’ and use it in context.</p>	<p>Going Shopping</p> <p>Learning about the shopping experience in France. Children will also learn specific vocabulary of fruit, vegetables and clothes, developing key phrases for asking questions needed when going shopping.</p>	<p>Where in the World?</p> <p>Developing key vocabulary related to countries/continents and animals. Learning specific vocabulary of countries of the UK, Continents and animals from different continents and a country’s position related to the equator. Children will also learn key phrases connected to the themes.</p>	<p>What’s the Time?</p> <p>Learning how to tell the time: o’clock, half past, quarter past, quarter to and the difference between two times. Children will learn how to read timetables and TV schedules and answer simple questions about these.</p>	<p>Holidays and Hobbies</p> <p>Learning key vocabulary and phrases related to holidays, weather and seasons, sports and hobbies. Children will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies</p>
<p>COMPUTING</p>	<p>E-safety</p> <p>use technology safely, respectfully and responsibly; recognise</p>	<p>Handling data</p> <p>use and combine a variety of software (including internet services) on a</p>	<p>Tech in our lives</p> <p>understand computer networks, including the internet; how they can</p>	<p>Programming</p> <p>design, write and debug programs that accomplish specific goals, including</p>	<p>Multimedia</p> <p>use and combine a variety of software (including internet services) on a</p>	

	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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	provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select	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	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	
R.E.	How do different religions believe the world was created?	What, how and why are rites of passage celebrated?	Jewish worship and community	What is Holy week and why do Christians celebrate Easter?	Stories of Christianity	How is Hinduism practiced at home and at the Mandir?
HISTORY			Romans the Roman Empire and its impact on Britain		Early Lawmakers a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Victorians/ farming and the industrial revolution 1810-1901 A local history study
GEOGRAPHY	Settlements 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; and understand how some of these aspects have changed over time human geography,	All around the world identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		E Europe VS UK 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, and a region in North or South America		

	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 8 points of a compass, 4- and 6-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				
P.E.	Games: Tag Rugby Dance	Games: Hockey Gymnastics	Swimming Mini Red Tennis	Swimming Games: Rounders	Athletics: Track Games: Tri golf	Athletics: Field OAA
MUSIC	First Access: Flutes					
D.T.	Textiles – 2-D shape to 3-D Product		Mechanical Systems Pneumatics		Food Healthy and varied diet	
ART	Cityscapes, silhouettes and colour mixing Painting 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]	Andy Warhol and Pop art Textiles: Screen printing About great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas	Roman Mosaics Collage 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]			Tint, tone, shade, hue Painting: using different implements 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]

<p>PSHE</p>	<p>Think positive Building on knowledge of feelings Attitude to life and mental health Managing emotions Growth mindset</p>	<p>Be yourself Identifying strengths , achievements and emotions Expressing thoughts and feelings respectfully and being assertive in uncomfortable situations Influence of media Learning from mistakes</p>	<p>Diverse Britain Being respectful of differences British people, rules, law, liberty and democracy</p>	<p>One world Focus on a fictional child in Malawi Experiences and opportunities differing across the world Inequality and stereotypes Climate change and fair trade. Being a good global citizen</p>	<p>Money Matters Where money comes from and how it can be used Spending and borrowing Ethical spending Keeping track of spending</p>	<p>Growing up Knowledge of the human body How male and female bodies play a part in reproduction Relationships and family structures</p>
<p>LEARNING OUTSIDE THE CLASSROOM</p>			<p>Robinwood</p>			