

Year 4

Theme	A Village in Brazil How has Brazil's economy grown and changed?	The Mayans Why were the Mayans so successful?	Early Islamic Civilisation	The Rainforest	Earthquakes What makes the Earth shake?	Local History
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p>Text – Just So Stories Rudyard Kipling</p> <p>Outcome - Narrative Pourquoi Tales (to entertain and explain)</p> <p>Text – The Animal Book (Lonely Planet Kids) By Ruth Martin</p> <p>Outcome - Report writing: Animals</p> <p>Text BBC Wildlife Magazine and BBC Wildlife Videos.</p> <p>Outcome- Voiceovers: David Attenborough</p> <p>Text –</p> <p>Outcome - Kennings</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> • Billabong- James Vance Marshall • How the Whale Became and other stories Ted Hughes • Mouse, Birds, Snake, Wolf – David Almond • Stone Circle stories Culture and Folk tales- 	<p>Text – Fantastic Mr.Fox</p> <p>Outcome – Character and setting.</p> <p>Text- Instructions by Neil Gaiman</p> <p>365 Things to Do with LEGO® Bricks</p> <p>by DK</p> <p>Outcome – Instructions building with Lego</p> <p>Text – Sincerely Yours by Nancy Loewen</p> <p>Outcome – Letters & reviews: Product reviews</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> • Tools and Treasures of The Ancient Maya • The Maya and Chichén Itza • Exploring The Maya Empire • The Maya • How to code A Sandcastle by Josh Funk • How To Build A Hug by my Guglielmo • The Day the Crayons Quit by Drew Daywalt 	<p>Text – Usborne Illustrated Arabian Nights By Anna Milbourne</p> <p>1001 Arabian Nights</p> <p>Outcome - Traditional Tales</p> <p>Text- Drop Around The world by Barbara Shaw</p> <p>Outcome - Explanation on The Water Cycle</p> <p>Text – Poems to Perform: A Classic Collection Chosen by the Children's Laureate by Julia Donaldson</p> <p>Outcome - Rhythm and sounds</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> • A Drop in the Ocean: The Story of Water by Jaqui Bailey 	<p>Text –The Great Kapok Tree</p> <p>Outcome - Stories From Different Cultures</p> <p>Text – The Vanishing Rainforest by Richard Platt</p> <p>Outcome - Discussion: Deforestation</p> <p>Text – The Vanishing Rainforest by Richard Platt</p> <p>Outcome -Persuasion multi-genre unit: Save the rainforest</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> • Rainforests in 30 Seconds • Jen Green & Stephanie Murphy • – A First book of Animals Nicola Davies • The rainforest grew all around by Susan K Mitchell • Over and Under the Rainforst by Kate Messner • If I Ran the Rain Forest: All about TROPICAL RAINFORESTS (by Bonnie Worth 	<p>Text – Quick Let's Get out of her – Michael Rosen and When I was Young in the Mountains – Cynthia Rylant</p> <p>Outcome – Personal Recount</p> <p>Text - Earthquakes! - An Earth-shaking Book on the Science of Plate Tectonics.</p> <p>Outcome - News report</p> <p>• Supplementary Texts:</p> <ul style="list-style-type: none"> • Earthquakes! - An Earthshaking Book on the Science of Plate Tectonics. ... • Book by Prodigy Wizard • Hurricane by David Wiesner • The Science of Natural Disasters: The Devastating Truth about Volcanoes, ... • Book by Alex Woolf • • • Magic Tree House #24: Earthquake in 	<p>Text- Fantastic Mr Dahl Michael Rosen</p> <p>Outcome - Author Study: Miriam Moss</p> <p>Text - Fantastically Great Women Who Changed The World- Kate Pankhurst</p> <p>Outcome - Biography: Favourite author</p> <p>Text –</p> <p>Outcome - Letters: Favourite author</p> <p>Supplementary Texts:</p> <ul style="list-style-type: none"> • Billy Bear and the New Baby (Billy and Rabbit) by Miriam Moss • I Forgot to Say I Love You by Miriam Moss

Year 4

	<ul style="list-style-type: none"> •How the Birds got their Colours- Nelson Chapman •Why Koala has a Stumpy Tail Author - Martha Hamilton, Mitch Weiss, Illustrator - Tom Wrenn • How the Tiger Got His Stripes Author - Rob Cleveland, Illustrator - Baird Hoffmire • How and Why Stories Author - Martha Hamilton, Mitch Weiss 	<ul style="list-style-type: none"> •Awesome LEGO Creations with Bricks You Already Haveby Sarah Dees The Chocolate Tree: A Mayan Folktale Linda Lowery Avoid being a Mayan Soothsayer (Danger Zone) Rupert Matthews 	<ul style="list-style-type: none"> •Tales from the Arabian Nights (Fairy Tale Treasuries) • by Val Biro Daily Life in the Islamic Golden Age Don Nardo Sinbad the Sailor Marcia Williams The Kingdom of Benin Philip Steele Early Islamic Civilisation (Explore!) Hardcover – 9 Feb. 2017 by Izzi Howell The Fire Children: A West African Folk Tale Paperback – 7 May 2015 by Frané Lessac The History Detective Investigates: Early Islamic Civilization Claudia Martin 	<ul style="list-style-type: none"> • The Go-Away Bird by Julia Donaldson •Bloomin' Rainforests (Horrible Geography) by Anita Ganeri and Mike Phillips • One Day on our Blue Planet: In the Rainforest By Ella Bailey •The Shaman's Apprentice By Lynne Cherry & Mark Plotkin •Rainforests in 30 Seconds By en Green & Stephanie Murphy •Pongo By Jesse Hodgson •Amazon Adventure: Unfolding Journeys By Stewart Ross & Jenni Sparks •Lifesize: Rainforest By Anita Ganeri & Stuart Jackson-Carter 	<p>the Early Morning by Mary Pope Osborne</p> <ul style="list-style-type: none"> • Japanese children's favorite stories Book by Florence Sakade •All About Japan: Stories, Songs, Crafts and More Book by Willamarie Moore <p>Earth Shattering Events Sophie Williams & Robin Jacobs Destination Planet Earth Jo Nelson & Tom Clohosy Cole</p>	
<p>Maths</p>	<p>Number and place value – numbers to 10000</p> <p>Calculations –addition and subtraction within 10000</p>	<p>Calculations – multiplication and division</p>	<p>Calculations – multiplication and division</p> <p>Statistics – graphs</p> <p>Fractions</p>	<p>Time</p> <p>Decimals</p>	<p>Money</p> <p>Measurement – mass, volume and length</p> <p>Measurement –area</p>	<p>Properties of shape: geometry</p> <p>Position and movement</p> <p>Roman numerals</p>

Year 4

						Revision
Science	Living things and their Habitats (Biology) Introduction to classifying animals and their environment.	Digestion (Biology) The human digestive system and simple food chains.	States of Matter (Chemistry) Solid, liquids and gases and the role of temperature in changing states.	Sound (Physics) Relationship between strength of vibrations and volume of sound.	Electricity (Physics) Simple series circuit.	
Geography	A village in Brazil Understanding the physical features and climate of Brazil, and the human settlements and economy			Rainforests Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face	Earthquakes and human settlements Understanding why earthquakes take place and what affects they can have on human settlements	
History		Maya Similarity & difference How was life similar and different for Ancient Maya and Greeks?	Early Islamic Civilisation Historical significance What did the early Islamic civilisations do for us			Local History Historical significance Why is [X] famous today? How has [location] changed since [date]? How has [local feature] been important in our community?
Art		Collage Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements Mayan Masks		Sculpture <ul style="list-style-type: none"> Build in clay a functional form using a range of techniques and surface decoration Investigate and apply understanding of pattern Islamic Tiles 		Printing/photography Design a complex pattern from 2 or more motifs and print a tiled version <ul style="list-style-type: none"> Superimposing images, layering and cutting out for effect Use camera to take specific photos

Year 4

						Printing wallpaper from an industrial stimulus
DT	<p>Mechanisms: Linkages</p> <ul style="list-style-type: none"> Understand how a range of linkage type mechanisms work Assemble a range of mechanisms including pop ups, spinners, sliders, levers and tabs Apply to the design of a pop up book <p><i>Pop Up Book with moving parts (Guide To The Rainforest)</i></p>		<p>Textiles- reinforcing fabric – Making an Islamic purse to contain a coin.</p> <p>Investigate ways of reinforcing fabric – e.g. over stitching, running stitch Create and use a pattern Develop decorative techniques and fastenings e.g. applique</p>		<p>Electrical Control</p> <ul style="list-style-type: none"> Draw on understanding of simple electrical circuits and switches Join components, cut and shape material with precision <p><i>An alarm system for a precious artefact</i></p>	
Music	<p>Poetry Children will create performances of contrasting poems in this unit. They use their voices to speak expressively and rhythmically, and discover ways to create ostinati and accompaniments</p>	<p>Sounds Children will explore the way sounds are produced and classified. They will use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round.</p>	<p>Building Building-themed songs allow children to explore different music textures. Children use layers and rondo structure to combine ostinati using body percussion</p>	<p>Ancient Worlds Children celebrate achievements of the 'Amazing Egyptians'. They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p>	<p>Communication Children create a news programme complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p>	<p>In the past Children create a news programme complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p>

Year 4

	<p>to enhance their performances. Looking at music notation with reference to metre and accent</p> <p>Environment Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>Recycling The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>	<p>and tuned instruments.</p> <p>Around the World The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>Singing in Spanish A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p>	<p>Time Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p>Food and Drink The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
Computing	<p>E-safety: We are Year 4 rule writers Reviewing and editing our online safety rules.</p> <p>Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p> <p>Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.</p> <p>Review and edit their online safety guidelines.</p>	<p>E-safety: We are standing up to peer pressure Dealing positively with peer pressure</p> <p>Understand that peer pressure can be a positive and negative influence.</p> <p>Understand that access to the internet is not the same for everyone.</p> <p>Recall ways to report concerns and inappropriate behaviour.</p> <p>Computing: We are toy designers Prototyping an interactive toy</p>	<p>E-safety: We are aware that our online content lasts forever Getting the message: pre and post-internet</p> <p>Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past.</p> <p>Understand that although information posted on the internet might not always be true or accurate, it lasts forever.</p>	<p>E-safety: We are online risk managers Understanding risk and prevention of information loss</p> <p>Understand the risks involved in clicking on and opening links on suspicious websites and in emails.</p> <p>Understand that hacking can be illegal and has consequences for the hacker</p> <p>Develop awareness of viruses and what to do if they think their account has been compromised.</p> <p>Computing: We are HTML editors Editing and writing HTML</p>	<p>E-safety: We are respectful of digital rights and responsibilities Understanding and respecting digital rights and responsibilities</p> <p>Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.</p> <p>Understand that there are consequences for knowingly ignoring rights.</p> <p>Further develop a positive and responsible attitude towards technology and internet use.</p>	<p>E-safety: We are careful when talking to virtual friends Virtual friendship vs real friendship; who we can trust</p> <p>Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.</p> <p>Understand that there are consequences for knowingly ignoring rights.</p> <p>Further develop a positive and responsible attitude towards technology and internet use.</p>

Year 4

	<p>Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils..</p> <p>Computing: We are software developers Developing a simple educational game</p> <p>Develop an educational computer game using selection and repetition. Understand and use variables.</p> <p>Start to debug computer programs.</p> <p>Recognise the importance of user interface design, including consideration of input and output.</p>	<p>Design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p> <p>Design, write and debug the control and monitoring program for their toy</p>	<p>Computing: We are musicians Producing digital music</p> <p>Use one or more programs to edit music.</p> <p>Create and develop a musical composition, refining their ideas through reflection and discussion.</p> <p>Develop collaboration skills.</p> <p>Develop an awareness of how their composition can enhance work in other media.</p>	<p>Understand some technical aspects of how the internet makes the web possible.</p> <p>Use HTML tags for elementary mark up.</p> <p>Use hyperlinks to connect ideas and sources.</p> <p>Code up a simple web page with useful content.</p> <p>Understand some of the risks in using the web</p>	<p>Computing: We are co-authors Producing a wiki</p> <p>Understand the conventions for collaborative online work, particularly in wikis.</p> <p>Be aware of their responsibilities when editing another people's work.</p> <p>Become familiar with Wikipedia, including potential problems associated with its use. Practise research skills. Write for a target audience using a wiki tool.</p> <p>Develop collaboration skills.</p> <p>Develop proofreading skills.</p>	<p>Computing: We are meteorologists Presenting the weather</p> <p>Understand different measurement techniques for weather, both analogue and digital.</p> <p>Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts</p> <p>Analyse data, explore inconsistencies in data and make predictions •</p> <p>Practise using presentation software and, optionally, video</p>
RE	<p>Why do some people think that life is a journey and what significant experiences mark this</p>		<p>What does it mean to be a Muslim in Britain today?</p>		<p>What can we learn from religions about deciding what is right and wrong?</p>	
MFL	<p>¡Soy yo!: All about me!</p>	<p>Mi cuerpo: My body.</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Animales: zoológico y animales en casa.</p> <p>Números Españoles 10 - 20</p>	<p>Mi familia y yo: Me and my family.</p> <p>Números Españoles 20 - 30</p>	<p>¿Te gusta? Mis aficiones: What hobbies do you like?</p> <p>Transporte: How to get around!</p>	<p>Mis vacaciones de verano: Packing for my summer holidays!</p>

Year 4

PE	Why do we learn to swim?	How do we work as a team in sports?	Can I demonstrate a good attitude and respect when playing sport?	Why is sport important to local community?	Why is sport important to local community?	Can I communicate effectively in sport?
Theme Days / Key Events	Creative Brazil: Brazilian Playground (email info@creativebrazil.org) (phone 07737938082) Manchester Museum (living things gallery)	Past productions.co.uk Mayan workshop (phone 07894866432)	Lab rascals? – link to science (phone 07825285155) Katie@labrascals.co.uk			Tatton Park workshop tattoneducation@cheshireast.gov.uk (phone 01625 374428)
Authors	Rudyard Kipling					