









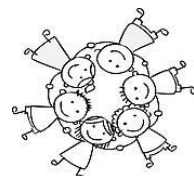


Year 4 Spring Term Topic Plan

Humanities		Science	
Anglo Saxons		UK counties and cities	
		States of Matter	
		All Living Things	
Enrichment	Invasion! 	English (including books)	Mathematics
TRIP to woods to link to TRAWL quest story.		Firework Maker's Daughter	Place value and properties of number
FairTrade Fortnight		Quest story writing in Trawl	Addition and Subtraction
			Problem Solving and Reasoning
			Geometry and properties of shapes
			Position and Direction
The Creative Arts		The Performing Arts	Physical Education
Anglo Saxon Broaches		Charunga music	
		Opera North	
Computing	Languages	Religious Education	PSHE
Presentation using Book creator		Interests	
	Time Festivals	What do we mean by committment?	
		Why did Jesus tell stories?	Growth mindset
			Relationships
			

Pupils should be taught about:
Britain's settlement by Anglo-Saxons and Scots



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
Challenge	Challenge	Challenge
<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? • Can they recognise that people's way of life in the past was dictated by the work they did? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

	<ul style="list-style-type: none"> • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	
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Pupils should be taught to:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time.



Geographical Enquiry	Physical / Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they use appropriate symbols to represent different physical features on a map? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?
Challenge	Challenge	Challenge
<ul style="list-style-type: none"> • Can they give accurate measurements between two given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?

Science Unit	Working Scientifically		
All living things	Planning	Obtaining and Presenting Evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> • Can they use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore) • Do they recognise that environments can change and this can sometimes pose a danger to living things? 	<ul style="list-style-type: none"> • Can they set up a simple fair test to make comparisons? • Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated? • Can they suggest improvements and predictions? • Can they decide which information needs to be collected and decide which is the best way for collecting it? • Can they use their findings to draw a simple conclusion? 	<ul style="list-style-type: none"> • Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they make accurate measurements using standard units? • Can they explain their findings in different ways (display, presentation and writing)? 	<ul style="list-style-type: none"> • Can they find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
Challenge	Challenge	Challenge	Challenge
<ul style="list-style-type: none"> • Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? • Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) • Can they work out which materials give the best insulation for sound? 	<ul style="list-style-type: none"> • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they use test results to make further predictions and set up further comparative tests? • Can they use test results to make further predictions and set up further comparative tests? 	<ul style="list-style-type: none"> • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? 	<ul style="list-style-type: none"> • Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions?

<i>The Creative Arts</i>		<i>The Performing Arts</i>	<i>Physical Education</i>
Art	Design and Technology	Music	PE
Anglo Saxon Broach Pupils should be taught to: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay) 	Anglo Saxon Broach Pupils should be taught to: <p><i>Design</i></p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately <p><i>Evaluate</i></p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Technical Knowledge</i></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	Pupils should be taught to: <ul style="list-style-type: none"> improvise and compose music using the inter-related dimensions of music separately and in combination listen with attention to detail and recall sounds with increasing aural memory learn new songs and learn how to perform opera to an audience. 	Swimming Pupils should be taught to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively such as front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations.
			Invasion Games Pupils Should be taught to: <ul style="list-style-type: none"> Pupils should learn to move in and out of space freely. Pupils should learn how to pass to team members. Use a range of techniques to 'invade' and score. play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Computing	Languages	Religious Education	PSHE
<p>Presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> • Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? • Can they insert sound recordings into a multi media presentation? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Using the Internet Pupils should be taught to:</p> <ul style="list-style-type: none"> • Can they use a search engine to find a specific website? • Can they use note taking skills to decide what text to copy and paste into a document? • Can they use tabbed browsing to open two or more web pages at the same time? • Can they open a link to a new window? • Can they open a document (pdf) and view it? 	<p>Les Quatre amis (animal descriptions and movements) Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 	<p>What do we mean by Commitment? Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. 	<p>Relationships Pupils should be taught to:</p> <ul style="list-style-type: none"> • talk and write about their opinions, and explain their views, on issues that affect themselves and society • reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences • be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships
		<p>Why did Jesus tell stories? Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities 	<p>Growth Mindset Pupils will be taught to:</p> <ul style="list-style-type: none"> • think about new ways to approach learning. • think about their learning • think about how to challenge themselves • learn how to adopt a growth mindset approach to learning and challenges.