Year 4 Autumn Term Topic Plan

Humanities

The Roman Empire

UK Counties and Cities

(City Study)

Science

States of Matter

Electricity

Enrichment

Whole School

Cinema Trip

Christmas Service at Hexham Abbey

Christmas Production

Year Group

Theatre Royal visit to see Michael Rosen

Roman Trip

Nutcracker Ballet screening

Roam here Romans!

English

The News

Stories which raise issues and dilemmas

Poetry: Exploring Form
(Haikus, Tankas, Kennings and Cinquains)

Explanation Texts

Mathematics

Number – Place Value

Number – Addition and Subtraction

Measurement – Length and Perimeter

Number – Multiplication and Division

The Creative Arts

Roman Soldiers

Mosaics

Sketching Portraits

Electrical Circuit Game

Books we will read together:

Bill's New Frock by Anne Fine

Perry Angel's Suitcase by Glenda Millard

The Performing Arts

Singing

Physical Education

Tennis

Tag Rugby

Dance – National Nutcracker

Computing

Algorithms and Programs
LOGO

Using the Internet

Languages

Encore!

Quelle heure est-il?

Religious Education

What does worship mean?

How is Christmas celebrated in other countries?

PSHE

Growth Mindset

LifeSavers (Money Awareness)

Humanities - History

Pupils should be taught about:

The Roman Empire and its impact on Britain

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
• 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?	• Can they explain how events from the past have helped shape our lives? • 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 appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?	• Can they research two versions of an event and say how they differ? • 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**
• 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?	• 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’? • 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?	• 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?

Humanities - Geography

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
• 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.)?	• 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?	• 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**
• Can they give accurate measurements between two given places within the UK?	• 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?	• 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		
States of Matter	**Planning**	**Obtaining and Presenting Evidence**	**Considering evidence and evaluating**
• Can they compare and group materials based on their states of matter, ie, liquid, solid or gas? • Can they explain what happens to materials when they are heated or cooled? • Can they measure the temperature at which different materials change state? • Can they use measurements to explain changes to the state of water? • Can they explain the part that evaporation and condensation has in the water cycle?	• 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?	• 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, writing)?	• 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**
• Can they group and classify a variety of materials according to the impact of temperature on them? • Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? • Can they relate temperature to change of state of materials?	• 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 record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?	• Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions?

Science Unit	Working Scientifically		
Electricity	**Planning**	**Obtaining and Presenting Evidence**	**Considering evidence and evaluating**
• Can they explain how electricity is useful to us? • Can they construct a simple circuit? • Can they explain what a conductor is and test materials for conductivity? • Can they explain closed and open circuits? • Can they construct a circuit with a switch? • Can they recognise some common conductors and insulators?	• 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?	• 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, writing)?	• 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**
• Can they explain how a bulb might get lighter? • Can they recognise if all metals are conductors of electricity? • Can they work out which metals can be used to connect across a gap in a circuit?	• 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 record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?	• Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions?

The Creative Arts		*The Performing Arts*	*Physical Education*
Art	**Design and Technology**	**Music**	**PE / Dance**
Pupils should be taught to: • 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) • about the greatest artists, architects and designers in history	Pupils should be taught to: *Design* • 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 *Make* • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately *Evaluate* • investigate and analyse a range of existing products • understand how key events and individuals in design and technology have helped shape the world *Technical Knowledge* • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression • 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 • use and understand the basics of staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers • develop an understanding of the history of music.	**Dance** Pupils should be taught to: • create and perform dances using a range of movement patterns, including those from different times, place and cultures • respond to a range of stimuli and accompaniment • develop flexibility, strength, technique, control and balance through dance • perform dances using a range of movement patterns **Tennis and Tag Rugby** Pupils should be taught to: • use running, jumping, catching and throwing in isolation and in combination • play competitive games, modified where appropriate, such as tennis, and apply basic principles suitable for attacking and defending • compare their performances with previous ones to achieve their personal best

Computing	Languages	Religious Education	PSHE
Algorithms and Programs Pupils should be taught to: • use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs	Pupils should be taught to: • 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	**What does worship mean?** Pupils should be taught to: explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	**Growth Mindset** Pupils should be taught to: • identify and value how failure is an important part of the learning process • identify strategies for persevering and learning when they make a mistake • identify words and phrases that can restrict us as learners • identify the characteristics of an effective learner, growth and fixed mindsets
Using the Internet Pupils should be taught to: describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely		**How is Christmas celebrated in other countries?** Pupils should be taught to: • observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews	**LifeSavers (Money Awareness)** Pupils should be taught to: • know about the money we have • know where and how people get their money • know that money can affect the way we feel • recognise that we might not always have the money to buy what we want • know about our needs and wants • understand spending and saving priorities and know that we can make different choices about what we use our money for • Understand the impact that the choices we make might have on others • Begin to understand how we can contribute to the wider society • Begin to understand the nature of charitable giving and how this works • know that we need to look after our money • recognise ways in which we can manage our money, including saving it • be aware of the need to save money • begin to understand lending and borrowing money • recognise we all have responsibility for making the best of our money