

Curriculum Planning Grid Y4 (updated February 2020)

	Science	CCL	Discrete Units	Computing	Music	P.E	R. E
Aut 1	<p><u>Sound</u> – Children research and investigate how sounds are made, different sounds from different objects, pitch and volume and how sound travels.</p>	<p><u>Rainforests</u> Art – animal art – Shading and sketching with pencils and using oil pastels for colour.</p> <p>Art – Leaf art. Colour printing using pastels and wax.</p> <p>Geography – locating world rainforests on a map, compare physical and human features in local area to rainforest and drawing a map of Woodhouse thinking about size and proportion.</p>		<p><u>E-Safety</u>: Discuss and sign the Acceptable Use Policy. Staying safe online: Content, Contact, Conduct using Think you Know.</p> <p><u>Animations using PIVOT.</u></p>	<p>Charanga: Mamma Mia</p> <p>The children will listen to and appraise a piece of music by ABBA. The children will study the lyrics of the song, improvise with instruments, and compose using 3 notes and adding pulse and rhythms.</p>	<p>Indoor: Dance (Rainforest) – Children compose and perform a dance routine to represent different aspects of the rainforest. Skills: movement, transition, levels, speed and different gestures.</p> <p>Outdoor: Basketball Children will learn and develop ball skills such as: ball handling, dribbling and different types of passing.</p>	<p><u>How are important events remembered in ceremonies?</u></p> <p>Children will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. Children will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p>

<p>Aut 2</p>	<p><u>Sound</u> – Children research and investigate how sounds are made, different sounds from different objects, pitch and volume and how sound travels.</p>	<p><u>Rainforests</u> <u>Art</u> – Drawing and sketching (creating shades and textures using different pencils). Chn draw leaves using a range of different pencils.</p> <p><u>Geography</u> – Locating South America on the world map and then locating the countries in South America and linking this to the Amazon Rainforest, Amazon river and mountains in SA. Chn study deforestation.</p>		<p><u>Stop Frame Animation Stop Motion Pro</u> – Chn create their own rainforest animation.</p>	<p>Charanga: Mamma Mia The children will continue to learn the language of music through playing the glockenspiel.</p>	<p>Indoor: Gymnastics Chn perform a sequence of balances, travelling and rolls. Using this, chn create a gymnastics routine.</p> <p>Outdoor: Hockey Chn will develop a range of skills such as dribbling, passing and shooting.</p>	<p><u>What faiths are shared in our country?</u></p> <p>This unit looks at different places of worship in the local and wider community and their significance to believers.</p>
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<p>Spr 1</p>	<p><u>Living Things and their habitats-</u> Chn will use classification keys to group and identify living things in the local and wider environment. They will construct and interpret food chains using scientific vocabulary and explore the environmental changes and dangers on living things.</p>	<p><u>DT</u> Creation of a lever-based interactive product for children based on setting and objects found in WW2.</p> <p><u>Monarchs History –</u> Bayeux Tapestry William the Conqueror: 1066 Battle of Hastings</p> <p>Henry VIII – history of the church</p> <p>Queen Elizabeth I and power struggle with Mary Queen of Scots.</p> <p><u>Art</u> Chn use pencils and a range of sketching and shading techniques to draw facial expressions (Queen Elizabeth I).</p>		<p><u>Monarchs – PPT</u> Children will create a PowerPoint on the different Monarchs throughout history using a range of computer skills, such as, researching using the internet, using PowerPoint and identifying and summarizing key information.</p>	<p>Charanga: STOP! (Anti-bullying rap)</p> <p>Chn to listen to and appraise STOP! And a range of other songs. Chn compose their own lyrics to the song and then perform and evaluate.</p>	<p><u>Indoor: Dancing through the decades</u></p> <p>Children will learn a variety of dance moves from different time eras and perform this in pairs.</p> <p><u>Outdoor: Orienteering</u> Children will use maps of the school ground and local area to locate different points. Children will design their own orienteering course.</p>	<p>SPRING 1 and 2 <u>How do the five pillars guide Muslims?</u></p> <p>The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims.</p>
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<p>Spr 2</p>	<p><u>Animals (including humans)-</u> Chn will identify teeth and functions. Chn also build on prior knowledge learnt about the digestive system and describe each function.</p>	<p>SPRING 2 and SUMMER 1 <u>Romans History –</u> Chn will study the eruption of Mount Vesuvius and the effect on Pompeii. Chn will also study why the Romans invaded and Roman weaponry.</p> <p><u>Geography</u> Chn draw and label a map of Ancient Italy and Roman Britain.</p> <p><u>ART</u> Chn use charcoal and oil pastel to show contrast of a volcano before and after an eruption.</p>	<p><u>DT (Cooking)-</u> Children will prepare and create a salad dish that was traditionally created in the Roman time era. Children will look at why and how this dish was used and the ingredients that were available to the Romans.</p>	<p><u>Monarchs – PPT</u> Children will continue to create a PowerPoint on the different Monarchs throughout history using a range of computer skills, such as, adding animations to slides and including music.</p>	<p><u>Play songs</u> Year 3 and 4 play. Chn to listen to and learn a range of songs for 'Goldilocks and the Three Bears'.</p>	<p><u>Indoor: Zumba</u> Chn will observe and then perform a range of Zumba routines. Chn will create their own Zumba routine to perform and evaluate.</p> <p><u>Outdoor: Tennis</u> Children will learn and develop skills such as: controlling and holding the ball, serving, a range of swings and hitting or passing to a target.</p>	
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Sum 1	<p><u>States of matter-</u></p> <p>Chn will compare and group materials into solids, liquids and gases. Through investigation, they will observe changes of state. Using scientific vocabulary, chn will explore and describe the water cycle.</p>	<p>SPRING 2 and SUMMER 1</p> <p><u>Romans History –</u></p> <p>Chn will study the eruption of Mount Vesuvius and the effect on Pompeii. Chn will also study why the Romans invaded and Roman weaponry.</p> <p><u>Geography</u></p> <p>Chn draw and label a map of Ancient Italy and Roman Britain.</p> <p><u>ART</u></p> <p>Chn look at a range of Roman Mosaic and design and create their own.</p>		DB Coding	<p>SUMMER 1 and 2</p> <p>Charanga: Blackbird</p> <p>Chn will listen to and appraise ‘Blackbird’ and a range of other songs by the Beatles. The children will study the lyrics of the song, improvise with instruments and perform and evaluate.</p>	<p>Indoor: Gymnastics</p> <p>Outdoor: Cricket</p>	<p>SUMMER 1 AND 2</p> <p><u>Why are Gurus at the heart of Sikh beliefs and practices?</u></p> <p>This unit explores the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice.</p>
Sum 2	<p><u>Electricity-</u></p> <p>Chn will identify electronic appliances and consider potential dangers. Chn will construct a simple circuit and explore whether a circuit is complete or not. Chn will investigate conductors.</p>	<p><u>Volcanoes & Earthquakes</u></p> <p><u>Art –</u> Using paint and charcoal, chn create an image of an erupting volcano in the style of Andy Warhol.</p> <p><u>Geography</u></p> <p>Chn learn about and explore volcanoes and earthquakes – how they are formed and the impact that they have.</p>	<p><u>DT - Electricity</u></p> <p>Chn will design and create a working lighthouse using electronic components.</p>	Radio Broadcast Audacity		<p>Indoor: Circuits</p> <p>Outdoor: Athletics</p>	