

# YEAR 4 - AUTUMN 1



English		Maths	
<p><b>Fiction:</b> 'Iron Man' - Ted Hughes 'Ice Palace' - Robert Swindell</p> <p><b>Non-Fiction:</b> Journalistic Writing</p> <p><b>Poetry:</b> Werewolf Club Rules</p>		<p><i>Maths planning is based on the Collins 'Busyant' scheme of work.</i></p>	
Science		Computing	
<p><b>Key Question/Theme:</b> <i>States of Matter</i></p>		<p><b>Key Question/Theme:</b> <i>Text and Multimedia</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and recording and reporting findings in different ways.</li> <li>Using results to draw simple conclusions, make predictions for new values &amp; suggest improvements.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Comparing and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observing that some materials change state when they are heated or cooled, and measuring or researching the temperature at which this happens in degrees Celsius (°C)</li> <li>Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Evaluating a range of printed and electronic texts, appropriate to task.</li> <li>Selecting and importing graphics and sounds.</li> <li>Organising and present information for a specific audience.</li> <li>Evaluating a range of media.</li> <li>Experimenting with fonts, layout and design in a word document.</li> <li>Using editing tools to make improvements.</li> <li>Beginning to use more than two fingers to enter text.</li> </ul>	
		History	
		<p><b>Key Question/Theme:</b> <i>Why were the Romans so powerful?</i></p>	
		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Chronological understanding</u> Charting Roman history on a timeline in relation to other important periods in World History.</li> <li><u>Historical enquiry</u> Recognising that the past is represented and interpreted in different ways, and to give reasons for this.</li> <li><u>Understanding the diversity of societies</u> Interpreting written and picture sources of what ordinary life was like for people during Roman times.</li> </ul>	

PSHE	RE	Art and Design
<p><b>Key Question/Theme:</b> <i>Health and Well-being</i></p>	<p><b>Key Question/Theme</b> <i>Rules for Living</i></p>	<p><b>Key Question/Theme:</b> <i>Roman Art</i></p>
<p><b>Overall Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Referring to religious figures, artefacts and buildings.</li> <li>• Explaining the practises and lifestyles involved in belonging to a faith or group.</li> <li>• Understanding religious practises and lifestyles.</li> <li>• Identifying the impacts of beliefs and practices on peoples' lives.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning about great artists, architects and designers in history.</li> <li>• Continuing to create a sketchbook to record observations and using them to revisit ideas.</li> <li>• Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul>
Music	French	PE
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>French</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills &amp; Swimming (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvising and composing music for a range of purposes using the inter-related dimensions of music</li> <li>• Listening with attention to detail and recall sounds with increasing aural memory</li> <li>• Using and understanding staff and other musical notations</li> <li>• Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking in sentences.</li> <li>• Using familiar vocabulary and phrases.</li> <li>• Being aware of basic language structures.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming &amp; Water Safety</b></p> <ul style="list-style-type: none"> <li>• Swimming competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Using a range of strokes effectively.</li> <li>• Performing safe self-rescue in different water-based situations.</li> </ul>

## Spiritual, Moral, Social and Cultural Development

### Spiritual

- **Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

### Moral

- **Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

### Social

- **Developing personal qualities and using social skills:**  
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**  
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

### Cultural

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.