

YEAR 4 - AUTUMN 2



English		Maths	
<p>Fiction: 'Krindle Krax' by Philip Ridley</p> <p>Non-Fiction: Biographies 'Fantastically Great Women Who Changed the World' by Kate Pankhurst</p> <p>Poetry: 'Werewolf Club Rules' by Joseph Coelho</p>		<p><i>Maths planning is based on the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	Geography	
<p><u>Key Question/Theme:</u> <i>States of Matter</i></p>	<p><u>Key Question/Theme:</u> <i>Online Safety/Sharing Information</i></p>	<p><u>Key Question/Theme:</u> <i>The Expansion of European Settlements</i></p>	
<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and recording and reporting findings in different ways. Using results to draw simple conclusions, make predictions for new values & suggest improvements. Identifying differences, similarities or changes related to simple scientific ideas and processes. Comparing and group materials together, according to whether they are solids, liquids or gases. 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) Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature. 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Selecting, using and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Developing contextual knowledge of the location Researching how German borders changed over the centuries. Developing atlas skills Finding differences and similarities how German borders changed in 1914, 1918, 1939 and 1945. Analysing geographical facts Analysing how the 'Treaty of Versailles' changed European borders. 	
PSHE	RE	Design & Technology	
<p><u>Key Question/Theme:</u> <i>Health and Well-being</i></p>	<p><u>Key Question/Theme:</u> <i>Festivals of Light</i></p>	<p><u>Key Question/Theme:</u> <i>Bridges</i></p>	
<p><u>Overall Objectives:</u></p> <ul style="list-style-type: none"> A healthy (including physically, emotionally and socially) balanced lifestyle (within relationships, work-life, exercise and rest, spending and saving and diet) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Diversity and equality (in all its forms) 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Referring to religious figures, artefacts and buildings Explaining the practises and lifestyles involved in belonging to different faiths. Understanding religious practises and lifestyles. Identifying the impacts of beliefs and practices on people's lives. 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generating, developing, modelling and communicating ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design. Generating a prototype using appropriate techniques from a design. 	

<ul style="list-style-type: none"> • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 		
Music	French	PE
<p>Key Question/Theme: <i>Music is taught by a specialist teacher</i></p>	<p>Key Question/Theme: <i>'Tell Me a Story' & 'Our Sporting Lives'</i></p>	<p>Key Question/Theme: <i>PE Skills & Swimming (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language, and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Appreciate stories, songs, poems and rhymes in the language. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms. • Read carefully and show understanding of words, phrases and simple writing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • Swimming competently, confidently and proficiently over a distance of at least 25 metres • Using a range of strokes effectively. • Performing safe self-rescue in different water-based situations.

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.